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NEA LAUNCHES FIGHT ON SEXISM

NEA has launched a drive to get sexist materials out of schools.

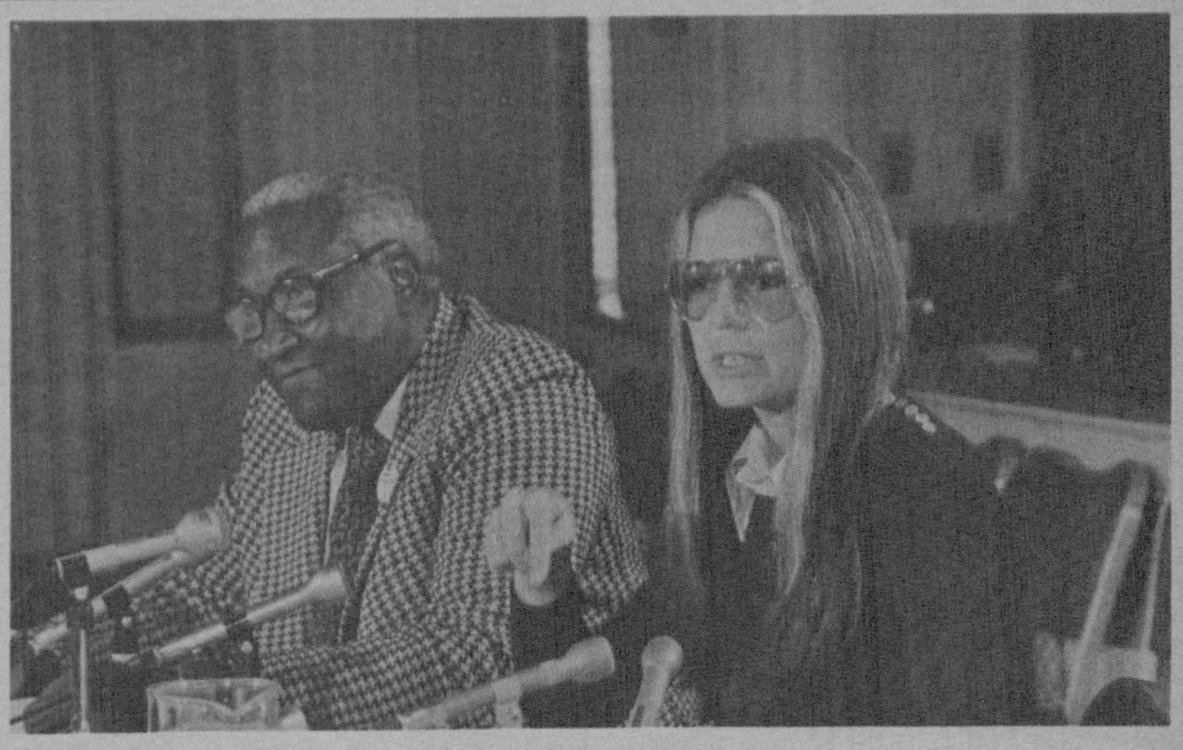
"NEA calls upon parents and all groups involved in public education to join in a nationwide effort to reduce the negative effects of sex role stereotypes," NEA Executive Committee member Wade Wilson said in kicking off a November 24 to 26 conference on sexism in the schools.

Some 200 educators and women in community service took part in the sessions, designed to launch similar consciousness-raising and action efforts around the country.

The participants concluded that sexism and racism are inextricably combined, and that no women's movement will succeed that fails to accommodate Asian, American Indian, Black, Chicana, and Puerto Rican, as well as white women's history and life styles.

Participants at the Conference on Sex Role Stereotypes in Education, cosponsored by NEA and the U.S. Office of Education, learned from speakers and in

(See SEXISM, page 4)



Announcing drive

NEA Executive Committee member Wade Wilson and Ms. Magazine *editor Gloria Steinem tell the press about NEA efforts to combat sexism in the schools.*

Upcoming Congress seen crucial to education

The first session of the 93rd Congress will be the most crucial since 1965, according to projections by NEA Government Relations.

During the first few weeks and months, Congress and the Administration are likely to lock horns on the dispute over executive privilege of impounding appropriated funds—in short, which branch of government controls the purse strings. NEA and allied organizations will press for full expenditure of all education funding approved by Congress, but will probably have to fight White House budget cuts and spending reductions. Appropriations for fiscal year 1973 (already vetoed twice by the President) and 1974, plus a supplemental money bill to fund new higher education programs, will be a lively test of the spending issue.

Appropriations

The first appropriations debate will center on fiscal 1973 funding for the Departments of Labor and Health, Education, and Welfare. These agencies, which administer about 60 percent of the federal outlays for education, are limping along on a "continuing resolution," which provides minimal funding until the appropriation for fiscal 1973 is enacted.

Under this resolution, which expires February 28, such major programs as ESEA and federal impact aid will suffer curtailment because local school districts won't be able to make, maintain, or continue contractual or other commitments for school programs. Annual funding for these two programs alone usually exceeds $2 billion.

The money problem is compounded by anticipated Administration budget proposals for fiscal 1974 (beginning July 1973) which would reduce or hold the line on expenditures for the next school year. A good example is the impact aid program, which the Administration has consistently sought to reduce by more than a third. In impact districts, whose budgets rely as much as 60 percent on federal funds, substantial cuts would be disastrous. NEA will insist that such cuts be prohibited by Congressional action.

Authorizations

The landmark Elementary and Secondary Education Act and the impact aid program will expire in June 1973. Although the legislation has a built-in one-year extension, the Administration is expected to repeat its efforts to consolidate these and other programs under a "special revenue sharing for education" bill. This measure would jeopardize funding of major education programs by clamping a tight lid on Congressional appropriation authority.

Although NEA favors consolidation and simplication of federal programs, it will resist such efforts when the result will be reduction in federal support.

Looking ahead

The Association's legislative activity in the 93rd Congress will focus on several key issues outlined in resolutions adopted by the Representative Assembly.

- NEA will continue its drive for general assistance to education which would increase the federal government's share of the costs of public schools to at least one-third by 1976. Only seven percent of total school revenues are presently derived from Washington.

As part of its drive for general aid, NEA will resist alternatives which it finds restrictive or too limited in scope. Such measures include the tax credit bill, special revenue sharing, and the Administration's Equal Education Opportunity Act. (EEOA, designed to provide assistance to

(See CONGRESS, page 10)

NEA moves forward on public employees coalition

NEA is moving forward in the establishment of an organization, whose acronym is CAPE, to muster the combined strength of public employee groups in the legislative, political, financial, legal, and public relations fields.

So that NEA members may understand clearly what CAPE is and what its purpose and goals are, an explanation is given in the following question-and-answer form:

Question: Just what is CAPE?

Answer: CAPE is the Coalition of American Public Employees.

Q: What is the purpose of CAPE?

A: Stated briefly, the purpose of CAPE is to unite the collective legislative, political, financial, legal, and public relations power of organizations representing diverse employee groups in the public sector. It will be a nationwide movement with the power to bring the common concerns of government workers forcefully to the attention of Congressmen, state legislators, county commissioners, city councilmen, and school board members and—most important of all—the American people. This will give teachers and their fellow public employees a vigorous voice in making decisions aimed at improving government services for both the government employee and the public.

Q: What are CAPE's major goals?

A: One of the initial goals of CAPE will be enactment of a national collective bargaining law. Another will be to obtain federal funds for education amounting to one-third of the nation's total annual school bill instead of the seven percent which Uncle Sam allots for that purpose now.

CAPE's activities probably will also include legal action to wipe out laws, known as "little Hatch Acts," which deny teachers and other public employees the right to hold government office or to take active part in political campaigns.

State and local coalitions will aim at, among other goals, improving school funding, furnishing adequate manpower for government services, instituting more equitable tax systems (such as avoidance of over-reliance on property taxes), and breaking the unilateral control that many government employers exert over salaries, working conditions, and policy matters.

Q: Who will belong to CAPE?

A: CAPE will consist initially of NEA; the American Federation of State, County, and Municipal Employees, AFL-CIO; and the International Association of Fire Fighters, AFL-CIO. Other organizations of employees in the public sector that can meet the requirements established for participation will be invited to join.

Q: Will these organizations be affiliated with the labor movement?

A: Not necessarily. It is expected that some will be AFL-CIO affiliates while others will be independent.

Q: Will NEA become affiliated with AFL-CIO?

A: Emphatically not. It will retain its complete independence, organizational identity, and autonomy—as will each other member of CAPE.

Q: What is meant by "public employee?"

A: The term "public employee" is used by CAPE to mean an employee of the federal, or a state, county, or municipal government, a political subdivision thereof, or a nonprofit institution.

Q: Has the American Federation of Teachers, AFL-CIO, been asked to join?

A: Yes. NEA, through a letter from President Catharine Barrett to AFT President David Selden, invited the federation to participate. Selden replied that after considering the offer, the AFT Executive Council declined the invitation.

Q: How will CAPE be governed?

A: CAPE will be governed by a constitution, to be drafted by an interim board of directors by March 1, 1974, and such other subsidiary documents as may be appropriate. The constitution will

(See CAPE, page 4)

opinion interpretation

Why teachers strike

News media are paying more and more attention to teachers and their organizations. William J. Waugh, Associated Press writer, prepared this story on the causes of school strikes in October. It is reprinted here with permission.

Waugh's story was one of the last he filed; he was killed in an automobile accident November 25.

It's taking more than the shiny red apple of fattened pay checks to please a growing number of the nation's teachers. Increasingly they are striking over issues tied to their professional standing and the improvement of education.

In some recent instances, teachers have been willing to forego higher pay to achieve concessions in such areas as class size and cutbacks in instruction.

Both the National Education Association and the American Federation of Teachers, AFL-CIO, chief bargaining agents for the nation's two million school teachers, say that nonwage issues are a major cause of strikes.

The wage-price freeze, a critical shortage of teaching positions, cutbacks in educational programs and the demand that teachers be held accountable for progress of their pupils have contributed to this trend.

Although decreasing as a cause of strikes, one of the chief nonwage issues has been the refusal

> "Increasingly teachers are striking over issues tied to their professional standing and the improvement of instruction."

of boards of education to negotiate with teacher representatives.

Disputes between teachers and school boards now range over a wide variety of issues that include teacher evaluation procedures, instructional cutbacks, class size, nonteaching assignments, dismissal policies, the question of determining student grades and selection of instructional materials.

At a time most school boards are trying to trim budgets, class size and cutbacks in instructional programs are emerging as two of the thorniest issues.

"The cutback process," said John Dornan, an official of the Illinois Education Association, "has resulted in growing class size, elimination of special areas such as art, music, physical education, and vocational classes, additional teaching loads and less preparation time.

"At least three of the strikes which occurred this year could be traced to the growing frustration which came out of the annual program cutback and faculty decimation process."

As an example, Dornan said that the Berkeley, Illinois, Elementary School District strike this year was called to retain art, music, physical education, one guidance counselor, and a social worker.

"The strike was successful largely because the parents in the community rallied to the teachers," he said.

William E. Henry, director of publications for the Ohio Education Association, said "issues other than teacher salaries accounted for about 30 percent of the 72 teacher walkouts in Ohio during the last six years."

As in industrial strikes, the ad-

> "We support striking teachers throughout the United States in their effort to achieve professional dignity, education improvement, and economic security"—resolution of the NEA Board of Directors.

versaries woo the support of the general public through the mass media.

The AFT's Philadelphia Federation of Teachers asked its members to pay for ads that "will present the union's position on negotiations."

At issue in the strike, now settled, were increased class size, increased nonteaching assignments, a cut in 485 teaching positions, dismissal of 200 nonteaching assistants, reduction or elimination of all extracurricular programs and salaries.

In September, 270 teachers in Royal Oak, Michigan, voted to strike and their leader said in a statement distributed to the media: "The major issues of dispute are class size and restoration of programs rather than salaries. This year the board has the money and facilities to reduce class size and restore program cutbacks that have occurred over the past four years."

Examples of teachers willing to forego increased pay for better teaching conditions include actions taken by the AFT unit in the District of Columbia and the NEA's affiliate at Spanish Fork, Utah.

Teachers in the nation's capital agreed to end a two-week walkout when the city agreed to restore 182 teaching positions, provide supplies needed by teachers, attempt to equalize class size and establish a department to end unsafe conditions in the schools. The teachers yielded on the demand for a 17 percent pay increase and control over curriculum.

Teachers in the Nebo School District in Utah voted to give up a newly won pay raise so that money could be used to hire a few new teachers and reduce class size.

Recently, the NEA finished a preliminary survey of what's frustrating teachers.

The four top instructional problems, many of which show up in negotiations, were in this order: the wide differences in student achievement, too many students indifferent to school, too many noninstructional duties, and working with too many students each day. Teacher strikes largely blossomed in the late 1960's. The National Education Association said that between July 1960 and June 1971, there were 631 school strikes, starting with a single in 1961-62 and peaking in 1969-70 with 181 walkouts.

In 1970-71 teacher strikes tapered off to 130 and NEA said the pattern indicated fewer but longer work stoppages. Largely because of the wage freeze, teacher walkouts declined to about 80 a year ago. But already in the 1972-73 school year NEA-affiliated teachers have been involved in 80 strikes as compared with 47 at the same time a year ago.

The tone of teacher intent is reflected in a resolution passed this month by the 104-member NEA Board of Directors. It declared: "We support striking teachers throughout the United States in their effort to achieve professional dignity, education improvement, and economic security."

Remember Me?

[A message from Indianapolis teachers published October 24, 1972 by the Indianapolis Education Association to the profession]

Remember me? I teach with you, teach about our country and the rich and precious heritage of freedom and justice for which our forefathers shed their blood. I teach of the law and the protection it gives us against oppression and tactics of mass arrests and supression of people.

Remember me? Just like you, I teach children how to stand up proudly for their beliefs and how right triumphs over wrong, good over evil. I am a teacher, like you, no more and no less. I vote and buy groceries for my children at the market up the street. And today I may well get arrested . . . for being a teacher and for standing up for what I believe in. Smaller classes for the children we teach; a set schedule for preparation time; the right to appeal to an impartial third party for a review of grievances if my rights are infringed upon by the administration; just one and one-half percent higher cost of living adjustment of the salary schedule.

Remember me? I believe in America. I believe in all those things we teach our children. I believe so strongly that I will and must stand up for those beliefs. Like so many American patriots before us so much greater than we, I know that the united strength of good Americans cannot be crushed by a despot nor defiled by a tyrant. I know that there is no jail large enough to hold all good Americans.

Remember me? I am a good teacher — I believe what I teach and I live what I teach. I believe so much in the children and in my country that I am willing and proud to go to jail if I must with the thousands of great men and women who fill the ranks of the teaching profession.

Remember me? Won't you stand here by my side?

During their recent strike, teachers in Indianapolis told their story through newspaper advertisements like this one.

Unsatisfactory conditions reported by state education associations

Below is a current listing of names of school districts or systems where a state education association has notified members of the profession and the public that unsatisfactory educational conditions exist.

Association	District or System
• California Teachers Association	Alvord Unified
• California Teachers Association	Centinela Secondary
• California Teachers Association	Ceres Unified
• California Teachers Association	Jefferson Elementary (Daly City)
• California Teachers Association	Lawndale Elementary
• California Teachers Association	Los Altos Elementary
• California Teachers Association	Los Banos Unified
• California Teachers Association	Madera Unified
• California Teachers Association	Ukiah Unified
• Illinois Education Association	Decatur Dist. No. 61
• Minnesota Education Association	Appleton Public Schools
• Ohio Education Association	Logan City School Dist.
• Ohio Education Association	South Point School Dist. (Lawrence Co.)
• Oklahoma Education Association	Claremore Junior College
• South Carolina Education Assn.	S. Carolina Public Schools
• Washington Education Association	Klickitat-Skamania CAC Inc., Head Start Program
• Washington Education Association	Renton Public Schools
• Washington Education Association	Washington Public Schools
• Washington Education Association	White River School Dist.
• Wyoming Education Association	Riverton Public Schools

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EDPRESS

Profession moves toward full unified membership

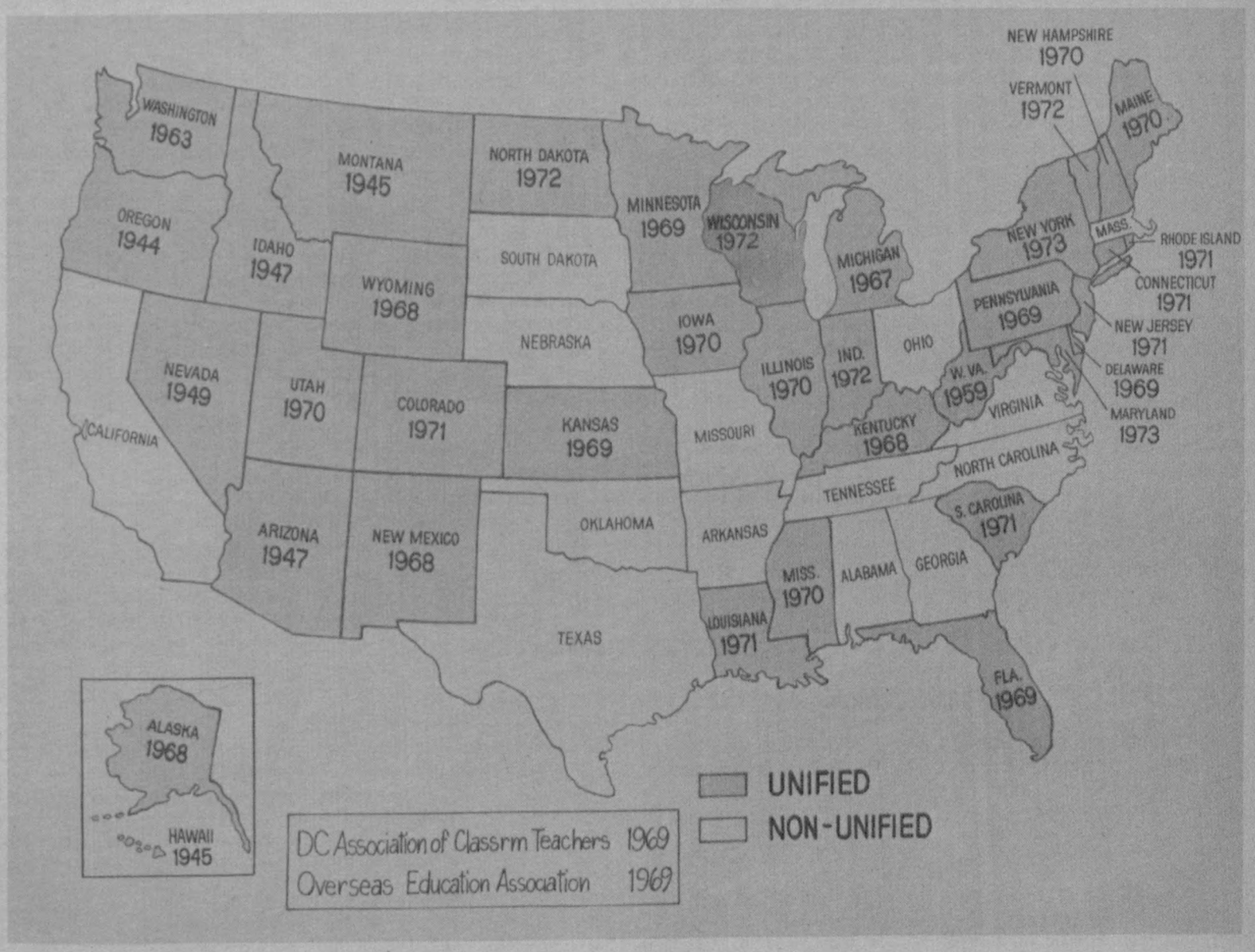
Thirty-eight state associations have now voted for unified membership, thus becoming full partners in the United Teaching Profession.

Forty-nine associations meet the unification requirements for state affiliates as specified in the NEA Bylaws, Article IX, Section 3, which provides that beginning September 1, 1972, all state affiliates shall have (a) adopted the policy of unified professional membership or (b) submitted a plan for the implementation of unification.

The NEA Executive Committee has adopted criteria for the state plans requiring adoption of unification no later than September 1, 1974. Eleven of the 14 nonunified states have submitted plans meeting this criterion. Three states—California, Massachusetts, and Missouri—are developing plans for unification pending approval by the NEA Executive Committee.

NEA GOAL I:
AN INDEPENDENT, UNITED TEACHING PROFESSION

At least five states—Virginia, Alabama, North Carolina, South Dakota, and Ohio—are conducting votes on unification during this membership year. Alabama's actions are reported in a separate story below.



Virginia

In Virginia, VEA members voted between December 1 and 15 on unification in a statewide referendum; the result was a very close (21,366 to 20,477) vote not to unify.

North Carolina, South Dakota

State associations members in North Carolina and South Dakota will be voting on unification in April 1973.

Ohio

Ohio's delegate assembly has voted to approve unification and to send a mail ballot to each member. The ballots go out March 14, to be returned by April 14. If unification is approved it becomes effective September 1, 1974.

Oklahoma

Oklahoma Education Association has established a new task force for unification which completed a three-day training session in Kansas City November 2-4. The task force is holding a number of regional meetings across the state and assisting local associations in conducting unification campaigns.

Texas

In Texas, at least four local associations are conducting unification votes this membership year. Votes will be held in Amarillo, Austin, Corpus Christi, and San Antonio.

Georgia

In Georgia, the first GAE local affiliate has voted to unify. The Griffin-Spalding Association of Educators, after an intensive membership drive, enrolled some 90 percent of a staff numbering 450. After such success, the association's executive committee voted to unify.

ALABAMA READIES FOR VOTE ON UNIFICATION

The Alabama Education Association is in the midst of a drive to become one of the next unified state affiliates of NEA. Heeding the call of AEA's president, Mrs. James Plaster, the state association has embraced unification as the most "professional" issue to confront the membership in recent years.

A special unification task force of 25 leaders from the AEA membership is traveling throughout the state of Alabama in behalf of unification. Local associations are holding special meetings to discuss the issue prior to the consideration of an amendment to the AEA constitution at the annual delegate assembly, to be held January 26-27 in Mobile. The issue has also been approved by the board of directors of the Alabama Association of Classroom Teachers.

Unification is coming up for consideration at the assembly as a result of the AEA board of directors' unanimous endorsement of the proposed unification amendment.

When inviting members to serve on the unification task force, AEA President Plaster noted that she had placed unification in a priority position when she assumed the presidency last March. Her theme for the year, "AEA—Unified for Action" is being supported by the vast majority of the membership throughout the state.

The unification task force participated in a special training session November 10 conducted in Atlanta by NEA Membership and Unification staff and NEA southeast regional staff. A meeting of the presidents of AEA local affiliates on November 11 kicked off the unification drive. The task force is made up of classroom teachers and administrators, blacks and whites.

AEA executive secretary Paul R. Hubbert is hopeful that the delegate assembly will approve the unification amendment. From early reports, even delegates from those locals with a low percentage of NEA members are being instructed by their locals to vote for the amendment.

Support for unification has mounted as a result of the announcement of the UniServ plan for Alabama, which calls for a minimum of 16 UniServ units throughout the state.

Alabama already has four unified local associations—Huntsville, Fairfield, Madison County, and Winfield—with Huntsville the only local at this time to have a UniServ staff person.

Mrs. James Plaster
"Most professional issue"

NEA Executive Committee affirms action on mergers

The NEA Executive Committee at its October meeting unanimously affirmed its support of action taken by the 1972 NEA Representative Assembly which bars mergers requiring affiliation with the AFL-CIO. The Committee further declared that any organization merged in violation of Assembly provisions will not be eligible for affiliation with NEA.

The Executive Committee's action came in the wake of merger discussions which have taken place recently between a few NEA and American Federation of Teachers (AFL-CIO) affiliates. Some of those participating in the talks have indicated their belief that no penalty would ensue.

The text of the Executive Committee's resolution is:

"The 1972 NEA Representative Assembly passed New Business Item No. 20, which provides as follows: 'In the future, the NEA and its affiliates will not enter into a merger requiring affiliation with the AFL-CIO. The foregoing restriction will not apply to NEA affiliates in the state of New York (state and local affiliates); Flint and Gibraltar, Michigan; Los Angeles, California; New Orleans, Louisiana; and such other affiliates as can furnish appropriate evidence to the Executive Committee indicating that prior to the effective date of this time of new business, they were engaged in formal merger talks, the consummation of which might require affiliation with the AFL-CIO.'

"The Executive Committee is aware that there are NEA members and affiliates that are opposed to certain aspects of New Business Item No. 20, and recognizes the right of these members and affiliates to work for the modification or elimination of New Business Item No. 20 at a subsequent meeting of the Representative Assembly. Pending such modification or elimination, however, New Business Item No. 20 represents the official policy of the NEA, and, as such, it is the responsibility of the Executive Committee to enforce it.

"Accordingly, the Executive Committee takes the following actions:

"1. If an NEA affiliate enters into a merger which is contrary to the provisions of New Business Item No. 20, the resulting 'merged' organization will be ineligible for affiliation with the NEA.

"2. The Executive Committee directs the Executive Secretary to publicize the Resolution among NEA members and affiliates."

NEA reminds White House of wage-price inequities

NEA President Catharine Barrett has reminded the White House that wage and price controls have created inequities for teachers and other public employees.

On December 18, Mrs. Barrett told Herbert Stein, chairman of President Nixon's Council of Economic Advisers, that these inequities must be remedied if controls are extended.

Stein called Mrs. Barrett and members of the Committee on State and Local Government Cooperation to the White House to hear their views on possible Phase III wage and price controls.

The NEA president emphasized that controls during the past 16 months have been imposed much more stringently on wages than on prices and urged any extension of controls be applied with more uniformity.

Mrs. Barrett noted that the average increase of workers in private industry receiving pay boosts in the first nine months of 1972 was 7.2 percent as compared to an average increase of only 3.5 for teachers during the same period.

Never in the history of American public school teachers have we experienced a runaway wage spiral, Mrs. Barrett told Stein. Mrs. Barrett pointed out that there are built-in local and state controls over teacher salaries that handicap teachers during a price and wage control period. Salaries for teachers, for instance, are placed under severe vigil by local school boards, city and county governments, and state legislatures.

Teacher wage scales are legislated, Mrs. Barrett said.

She added that teacher salaries follow past wage increases of major employee groups in the private sector rather than lead other groups to wage hikes.

Mrs. Barrett said that wage controls have a negative effect on the collective bargaining process as school boards tend to use the established 5.5 percent wage guidelines as a maximum rather than an average increase.

There is no occupational group in America, Mrs. Barrett said, public or private, that undergoes closer scrutiny for their daily earnings than do teachers.

Vindication sweet to Sindermann, figure in landmark nontenure case

An out-of-court settlement of $48,000 in back wages and attorney's fees has brought the end of a three-year, NEA-backed court battle by Robert Sindermann, who contended that his nonrenewal without reasons or a hearing by Odessa (Texas) Junior College was in retaliation for testimony before state legislative committees and other public statements critical of the board of regents' policies.

"This vindication has been long in coming," said Sindermann when the settlement was announced, "and I have learned from hard experience how agonizingly slow justice can be in this country, but as usual victory, however long delayed, is sweet."

The U.S. Supreme Court in June ruled that the nontenured instructor was entitled to a trial in federal court on his claim that the nonrenewal violated his rights, but the board of regents agreed to the settlement and offered reinstatement before the issue could come before the trial court.

The offer of reinstatement was "politely declined" by Sindermann, presently staff director for the Texas Senate's Interim Committee on Public Junior Colleges.

CAPE under way . . .

(Continued from page 1)

take effect not later than September 1, 1974, upon unanimous consent of all members of the interim board.

Q: Who will serve on the interim board?

A: Each participating organization shall be entitled to one member of the interim board of directors for each 250,000 of its members or major fraction thereof. No organization, however, shall have less than one nor more than two members of the board.

Q: How will CAPE be funded?

A: Each participating organization shall contribute monthly a sum based on its membership.

Q: Who will set the budget?

A: The interim board of directors shall prepare the operating budget through August 31, 1973. Adoption of the budget will be by unanimous consent. A similar budget-making process shall be followed for the period between September 1, 1973, and the effective date of the constitution.

Q: Will CAPE be staffed?

A: Yes. There will be permanent staffing headed by an executive director.

Q: Suppose NEA, or some other organization, wants to leave the coalition?

A: Any group in CAPE may withdraw upon 30 days' notice. Following the effective date of withdrawal, it shall have no further obligations to CAPE nor shall it have any claim to CAPE's assets.

Q: Will CAPE be a group consisting strictly of national organizations?

A: National CAPE shall encourage the formation of state coalitions composed of affiliates of the members of the national organization and similar organizations. The interim board shall work with them to promote common interests of public employees and may call meetings of representatives of the national organization and the state coalitions.

Q: Are there any existing local or state coalitions?

A: Yes. Among these are coalitions in Florida; Missouri; Oregon; and Baltimore County, Maryland. Additional local and state groups are in the active stages of formation.

Q: When was the idea for a coalition first proposed?

A: It was first proposed publicly by AFSCME President Jerry Wurf at his federation's convention in May 1970. In August 1970, Wurf pressed his proposal at the AFT convention, where the idea was received warmly with the understanding that NEA would be welcome. In March 1971, an informal alignment among NEA, AFSCME, and IAFF was formed.

Q: What action did this informal alliance take?

A: After the wage-price freeze was invoked in August 1971, the NEA-AFSCME-IAFF group conducted massive public relations and legal efforts to win fair treatment for teachers and other public employees—such as guaranteeing payment of salary increases agreed to before the freeze took effect.

Q: Had NEA ever been associated before that with other groups in similar arrangements?

A: Yes. The Comittee for Full Funding of Education, established in 1970 to lobby for larger Congressional appropriations for schools, is a prime case in point. It consists of approximately 70 nonprofit organizations ranging from the AFL-CIO to the Council of Chief State School Officers. From its beginning in 1857, NEA has represented a confederation of various special interest groups within the educational community, including such groups as the American Association of School Administrators, National School Boards Association, and the U.S. Office of Education.

Potential membership

Q: What is the potential membership of CAPE?

A: There are roughly 13.5 million public employees in federal, state, and local governments and in "independent" agencies and political subdivisions. Of these about 3.75 million are organized. They include nearly every occupational group, including most, if not all, of the professions. The number of state and local government employees increased four times as much as the general population between 1961 and 1971, according to a survey by the Tax Foundation. The fastest growing segment of the labor movement is among public employee unions. Their membership has more than doubled since 1960—from approximately 1 million to more than 2.3 million today. Organization among employees in state and local governments, even excluding public schoolteachers, is already proportionately greater than in private industry.

Q: What is the membership of AFSCME and IAFF?

A: AFSCME's membership is approximately 600,000. It is gaining new members at the rate of 1,000 a week and is the fastest growing union in the AFL-CIO, where it has advanced from 19th to 7th place in membership size in less than a decade. It is destined to become probably the largest union in the AFL-CIO. The Fire Fighters' current membership is roughly 110,000. Thus there are about 2 million members of the three organizations that will be initial members of CAPE.

Q: Is CAPE a device set up to avoid merger between NEA and AFT?

A: Absolutely not. As indicated throughout this discussion, CAPE will be a much stronger and far more influential alliance than any organization consisting only of teachers. And as noted above, the idea for CAPE was conceived by an AFL-CIO union president who is in no manner or respect concerned one way or another with a merger of the two organizations in the education profession. Even if NEA and AFT were merged (under provisions of New Business Item #20, adopted by the 1972 NEA Representative Assembly), the need for CAPE would be paramount in order for all public employees, specifically including teachers, to be effective in the national, state, and local legislative halls.

SEXISM CONFERENCE . . .

(Continued from page 1)

workshops that many of the economic and political problems that women face can be dealt with cooperatively if a common framework of goals and objectives can be developed that is acceptable to minority groups and white women.

The conference, which took place at Airlie Conference Center in Warrenton, Virginia, was planned by NEA's Teacher Rights staff under a grant from the U.S. Office of Education to explore the ways elementary and secondary schools perpetuate sex role stereotypes.

Keynote speaker Louise White, director of the Teacher Corps, U.S. Office of Education, urged teachers to look at all students as untapped resources and to seek "the full utilization of educational resources for a better educational product and ultimately a better society." This is not the case now, she said. "Girls know by the fourth grade that they are cut out only to be nurses, teachers, secretaries, and mothers." They give the teacher what she or he wants and are quiet, unassertive, and obedient. On the other hand, she said, teachers expect undisciplined behavior from boys.

Dr. White expressed concern that teachers, the majority of whom are women, discourage girls from working on their own. This phenomenon, she said, is reflected in later years, when women do not seek job promotions.

She called upon educators to examine the deficiencies in education that lead to such human failure and try to change the situation. She also urged educators to realize that intelligence begins in the home and community, not in schools, and to understand that children need a free atmosphere in which to learn.

In another major conference speech, former NEA President Elizabeth D. Koontz, director of the Women's Bureau, U.S. Department of Labor, discussed the myths of women's participation in the economy and challenged the schools to sensitize teachers to the real survival issues.

Schools, she said, reflect the society that has tied woman's role as childbearer to every aspect of her person. They assume that women should not hold traditionally male jobs for fear that the family will break up; that women should work at lower paying helping jobs, such as nurse, secretary, beautician, teacher, or a factory worker in certain departments. Schools, she said, want women to receive training only for jobs associated with homemaking and increasing their attractiveness.

As a result, Ms. Koontz said, women are trained from birth to use femininity to get their way, and learn at school that girls stay at home and can cry while boys go to work and cannot cry. The reality, she said, is that women constitute 51 percent of the U.S. population, make up 38 percent of the labor force, but earn only 60 percent as much as men.

Michele Russell, a Detroit consultant, addressed the relationship between industrial needs and educational policy, asserting that while industrialization has changed the way of life in America, it has not changed the second-class role of women. It has even produced a situation, she said, in which the concentration of women in teaching and the clothing industry is considered a liability rather than an asset.

One reason she gave for this phenomenon is that schools reinforce divisions between groups and classes by emphasizing individualism, negative competition, regimentation, and rote learning—students are not taught or encouraged to organize for their betterment. Ms. Russell challenged conference participants to overcome sex role stereotyping and to develop a concept of a productive environment by going beyond their private concerns and not considering themselves as exceptions.

Other speakers at the conference included Celeste Ulrich, professor of physical education at the University of North Carolina, Greensboro; Cecilia Suarez, chairperson, National Chicana Foundation; and Florence Howe, founder and editor of *The Feminist Press.*

Slide shows about the treatment of women in textbooks were presented by Lenore Weitzman of the University of California, Davis; Women on Words and Images, a task force of the Central New Jersey NOW, Princeton; and by Corine Perkins of the Iowa City Schools. In addition, Letty Progrebin of *Ms.*

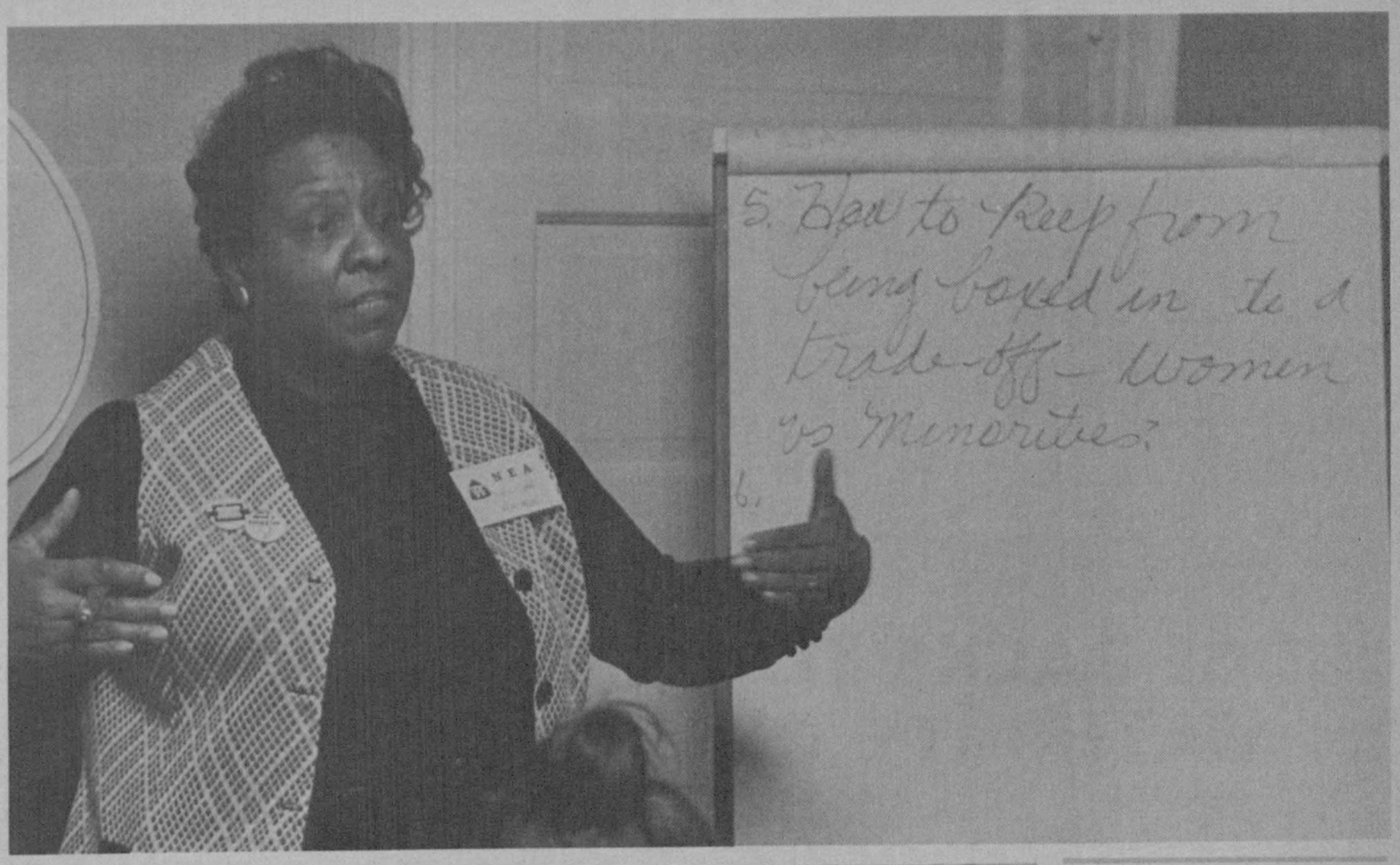
(Continued on next page)

Sexism Conference . . .

(Continued from preceding page)
Magazine presented the new nonsexist children's record, "Free To Be You and Me," and NOW's Anne Grant showed a documentary slide show, *Our North American Foremothers.*

A few weeks after the conference, through NEA efforts, a grant of $123,000 was obtained for the National Foundation for the Improvement of Education. The grant will be used to develop a resource center to counter sex bias in elementary and secondary education.

A conference report and other material about sex role stereotypes will be available from NEA Teacher Rights later this month.



Problems of Spanish speaking educators are discussed at the conference by (left to right) David Almada, NEA Chicano Caucus, Monterey Park, California; Cecilia Suarez, National Chicano Caucus, Montebello, California; and Anna Marquez, NEA Teacher Rights staff.

Representatives of colleges and community organizations from around the nation attended the conference on sexism. Below (left to right) at one of the sessions are: Sara Zimet, assistant professor, Colorado Medical School, Denver; Claire Fulcher, director, Womens' Resource Center, National Board, Young Women's Christian Association, New York; and Suzanne Nus, filmmaker, Film Division, University of Iowa, Iowa City.

NAACP director for training programs, Althea Simmons, leads a session during the conference.

Elizabeth Koontz, director of the Women's Bureau, U.S. Department of Labor, told conferees that schools should understand the realities of women's roles in the economy and work to sensitize teachers and students to these realities.

Louise White, conference keynoter, urged teachers to change their preconceptions about expectations from boys and girls. The Teacher Corps director told conferees that the schools are discouraging girls from accepting some roles.

Federal court throws out teacher appearance rules

A federal court in Mississippi has struck down as unconstitutional personal appearance regulations for students which had been applied to teachers. The teachers' job performance had not been adversely affected by their moustaches, goatees, or sideburns, the court ruled, ordering three black men placed back on the Columbus, Mississippi, school payroll.

Ezra Baker and Frank A. Yates, whose contracts were not renewed for this year, will be reinstated with back pay for September and October. James Conard, who was given a contract but was suspended, will also be reinstated with back pay.

U.S. District Court Judge William C. Keady, in the October 30 ruling, awarded $2,000 in attorney fees. NEA's DuShane Emergency Fund had provided support to the Mississippi teachers in the form of legal fees.

Judge Keady said: "We readily recognize that the vogue of an adult to wear a moustache, beard, goatee, or sideburns in a particular style or length that he desires is a personal choice which determines one's own appearance; and the state sanction or regulation which prescribes generally the grooming habits of adults as a condition of public employment, unrelated to one's ability to perform his work, can only be viewed with judicial scrutiny." Such regulations, he added, are "devoid of logic and rationality, and plainly offend" constitutional rights.

The student code, which the board applied to teachers, banned beards and goatees, said moustaches must not extend below the mouth nor sideburns below the earlobes, and restricted the length of "afro" hair styles to three inches. The teachers' moustaches reached about three-fourths of an inch beyond their mouths.

The three teachers, who had taught in the Columbus school system six years, had worn their moustaches several years. Each man, on the witness stand, "expressed feelings of chagrin, embarrassment, and humiliation in making the required alteration to their appearance and therefore refused to conform to the specific restrictions placed on boy students by the code," the court noted. The new restrictions had been explained at faculty meetings before the opening of the school term.

In ruling in this case, the district court recognized a principle cited by the Fifth Circuit Court, New Orleans, on October 4 in *Lansdale v. Tyler Junior College*. The circuit court struck down grooming regulations for college students, whom the court recognized as adults.

In the Columbus, Mississippi, case the district court affirmed the circuit court's declaration that "the adult's constitutional rights to wear his hair as he chooses supersedes the state's right to intrude."

NEA filed a friend of the court brief in the Lansdale case with the Student NEA, the National Student Association, and the American Civil Liberties Union.

JUDGE BACKS TEACHERS IN MATERNITY CASE

A federal district judge in Richmond has ruled in favor of two Virginia teachers who asked the court to strike down "discriminatory" school board maternity leave policies in the state.

Judge Robert R. Merhige, Jr., of the U.S. District Court for the Eastern District of Virginia, enjoined public school boards in the state "from enforcing any maternity leave policies in treating pregnancy as a separate cause for termination or other interruption of employment or otherwise specially treating pregnancy different from any temporary disability or illness."

The plaintiffs, Leslie Gough of Henrico County and Susan Paxman of Charlottesville, had charged that compulsory maternity leave rules violated the equal protection clause of the 14th Amendment and were contrary to federal equal employment opportunity regulations concerning sex discrimination in employment. Often called the "five-month rule" on pregnancies, these regulations of Virginia school boards force pregnant teachers to begin leave at a specified time—usually five months—before the expected childbirth.

The successful suit is especially significant because it was a class action brought "in behalf of all pregnant teachers in Virginia," according to spokesmen for NEA's DuShane Emergency Fund. NEA also supported an earlier victorious suit in the Richmond court in 1971 when a Chesterfield County, Virginia, teacher charged sex discrimination by the county board in requiring her to take leave starting in the early months of pregnancy.

Judge Merhige, in the November 15 ruling, ordered the state superintendent of public instruction and all Virginia school boards with the maternity leave regulations to take specified steps to implement his decision.

Mrs. Paxman, a graduate of Brigham Young University in Utah, was an English teacher in Charlottesville's Albemarle High School. She was not allowed to begin the 1971-72 school year after the Albemarle County board learned she would be five months pregnant at the start of the term. Mrs. Gough taught mathematics in the J. R. Tucker High School in Henrico County. The Virginia Tech graduate was routinely forced to leave the suburban Richmond teaching job in the early months of pregnancy. The two teachers filed suit on December 6, 1971.

The suit sought to "void those school board discriminatory maternity leave policies which require pregnant teachers to leave their positions at a fixed time prior to pregnancy or prevent their returning after birth of the child." It also sought to strike down those regulations that "prevent pregnant teachers from availing themselves of leave policies commonly available to other teachers who must take leave of absence for medical reasons."

One argument often used by school boards throughout the country is that the "unsightliness" of pregnancy causes class disruptions by giggling students. More frequently, boards try to place the legal basis for forced maternity resignations on medical grounds.

In a related case, Judge Merhige ruled that "the unrefuted medical evidence is that there is no medical reason for the board's regulation . . . pregnant women are more likely to be incapacitated in the early stages of pregnancy" than latter stages. He said that "since no two pregnancies are alike, the decision of when a pregnant teacher should discontinue working are matters best left up to the woman and her doctor."

NEA-Illinois court memo supports nontenured teacher

A nontenured Illinois teacher who was not rehired was deprived of "property"—the right to continued employment, NEA and the Illinois Education Association have contended in a joint friend of the court memorandum filed in the U.S. Court of Appeals for the Seventh Circuit, Chicago. Ruth Shirck, a teacher of German, is seeking reinstatement to her job and back pay.

Mrs. Shirck was informed on April 1, 1969, that the board had voted to not renew her contract for the 1969-70 school year, but she was not advised in advance that the board was considering such action nor given an opportunity to refute charges at an open hearing. She would have gained tenure at the beginning of the 1969-70 term, her third one.

Illinois statutes required the board to provide 60 days' notice of intention not to rehire her, and to give one or more of the specific reasons enumerated in state law—incompetency, negligence, cruelty, immorality, or other sufficient cause. The NEA-IEA memorandum argues that the board must provide a pretermination hearing because Illinois statutes gave Mrs. Shirck a "reasonable expectancy of reemployment." In denying her renewal, the board deprived her of property, the brief asserts.

The NEA-IEA brief maintains that Mrs. Shirck, whose contract was not renewed because she allegedly failed to cooperate with another German teacher, also was deprived of "liberty" as defined recently by the U.S. Supreme Court. The reasons given by the board in the April 1 letter—adding up to vague charges of insubordination, noncooperation, incompetence, and untruthfulness—"placed the ultimate adverse stigma" on her chances of obtaining another position, the brief notes.

Because of her sex, age, and the small demand for German instructors, the central Illinois teacher was placed at an extreme disadvantage in obtaining a teaching position, the memorandum says. After applying unsuccessfully at more than 40 educational institutions, she was forced to leave the United States to obtain a teaching job in West Germany.

"A favorable court ruling on either of these issues—deprivation of property or liberty—would guarantee procedural due process protection, including a hearing, to continuing contract teachers in Illinois, and would set a significant precedent for teachers in other states," said James T. Butler, director of the NEA DuShane Emergency Fund.

Butler said that financing of litigation in the Shirck case has been shared by NEA and IEA. The DuShane Fund, established to ensure fair and equitable treatment of educators, also provided subsistence funds to the Pekin teacher while she was unemployed.

The brief, filed October 30, cited two significant U.S. Supreme Court decisions handed down in June. Both in *Perry v. Sindermann*, a Texas case, and *Board of Regents v. Roth*, from Wisconsin, the Court ruled that nontenured teachers had certain constitutional protections against both unfair dismissal or nonrenewal in their positions.

California Supreme Court reinstates teacher in pornography case

The California Supreme Court has assured reinstatement for Deena Metzger, a Los Angeles Valley College instructor who was dismissed after she asked her first-year English class to read a poem she had written containing allegedly blasphemous and profane language and a brochure advertising a picture book on sexual love.

Mrs. Metzger ceased circulating the materials, used in connection with a unit on censorship, pornography, and obscenity, following a reprimand in May 1969 from Dr. Robert E. Horton, president of the college. Nevertheless, the Los Angeles Valley College board of trustees dismissed her on charges of "immoral conduct" and "evident unfitness for service."

DuShane help

NEA's DuShane Emergency Fund supported litigation for Mrs. Metzger, a permanent, certified teacher.

The Supreme Court upheld the Los Angeles Superior Court's ruling that Mrs. Metzger's conduct did not warrant the charges and was not a sufficient ground for dismissal.

'Substantial evidence'

The trial court's decision, declared the Supreme Court in its October 26 ruling, "was supported by substantial evidence, including the isolated nature of the occurrences, the absence of regulations defining the content and suitability of supplemental teaching materials, [her] willingness to cooperate with school officials once directed to stop using the poem and brochure in her classes, the testimony of her fellow teachers regarding the propriety of her actions, and the stipulated testimony of several students regarding their [lack of adverse] reactions to the incidents in question."

Teachers needed in West Germany

The NEA Committee on International Relations is calling to the attention of members a need for math and science teachers in Hamburg, West Germany. Needed are teachers, grades 5 to 13, with a good working knowledge of German and proficiency in mathematics, physics, biology, or chemistry. A master's degree is preferred, along with certification and teaching experience. The positions begin August 1.

Further details are available from: Cooperative College Registry, One Dupont Circle, N.W., Washington, DC 20036.

POLITICAL ACTION PAYS OFF

TEACHER-BACKED CANDIDATES WIN ELECTION

Teacher involvement in political action soared to a new high in the 1972 November general election.

Teacher-supported candidates in Congressional and statewide races won in 77 percent of their contests, a survey by NEA Government Relations disclosed.

In an unprecedented display of political sophistication, teachers backed candidates who were victorious in 141 of 184 national races and in 1,941 of 2,513 statewide contests.

Teacher efforts helped elect 128 members of the U.S. House of Representatives and 13 U.S. Senators. In statewide elections, teachers were equally successful, supporting victorious candidates in 460 of 601 Senate contests and in 1,380 of 1,785 lower chamber races.

NEA President Catharine Barrett said the results are "clear evidence that teachers have become activists in the political process."

The big success of the teacher-backed candidates was attributed to the vigorous efforts of statewide independent political action committees and hundreds of local committees. In addition, the NEA Political Action Committee (NEA-PAC) gave widespread support to U.S. Senatorial and House candidates.

In national races for the Senate and House of Representatives, many winning candidates lauded teachers for their support.

Sen. Claiborne Pell (D-R.I.), chairman of the Senate Education Subcommittee, declared that his election was a "victory for teacher power" and a "victory for education." He credited teachers with putting him over the top after he had been lagging in the polls.

Sen. Walter F. Mondale (D-Minn.), chairman of the Senate Subcommittee on Children and Youth, was high in his praise of teachers' political activity. He said he hoped that "teachers in Minnesota and the nation continue to be politically active on the national, state, and local level."

Rep. Marvin Esch (R-Mich.), a member of the House Committee on Education and Labor, said it was "heartwarming to have the endorsement of teachers" and added that he is "looking forward" to working with NEA in the new session of Congress.

Rep. James M. Hanley (D-N.Y.), NEA President Barrett's Congressman from Syracuse, praised central New York teachers for their assistance in his campaign. Hanley said Mrs. Barrett's "clarion call for political action on the part of teachers really paid off."

In statewide races, teachers were on the winning side in all eight gubernatorial contests where they helped in campaigns. Those states are: Arkansas, Illinois, Iowa, Kansas, Louisiana, North Carolina, South Dakota, and Washington. Teacher-supported candidates won in seven of eight lieutenant-governor races — in Arkansas, Iowa, Kansas, North Carolina, North Dakota, Louisiana, and Texas.

One of the lieutenant-governor winners, State Senator Wayne G. Sanstead, a classroom teacher from Minot, North Dakota, was among 137 of 235 teachers who won public offices in state races. Sanstead, a member of the NEA Legislative Committee, will continue his teaching post while serving as lieutenant-governor, making him the highest ranking public official nationwide who continues his classroom activities.

Other educators who conducted winning campaigns include: Nancy Clark, vice-president of the Maine Teachers Association, state house seat; State Rep. Frank (Buster) Brouillet, a former president of the Washington Education Association, elected Washington state superintendent of public instruction; Grace Mickelson, president-elect of the South Dakota Education Association, state senate; and Douglas I. Tudhope, president-elect of the Vermont Education Association, reelected to a state house seat.

In Illinois, where teachers rolled up big wins, Curtis Plott, IEA executive secretary, said: "Teachers in Illinois have put together in one year a political drive that has resulted in 119 education-first candidates at the state and national level winning office."

IPACE, IEA's independent political action arm, was instrumental in the election of gubernatorial candidate Daniel Walker, who won by a narrow margin over incumbent Gov. Richard B. Ogilvie.

In California, teachers claimed an impressive 75 percent success record backing candidates in their first major entry into politics. Matt Krier, administrative officer for the Association for Better Citizenship, said 62 of 78 teacher-supported candidates won in the state legislative races.

Teachers in North Carolina, through their Political Action Committee for Educators, played a major role in the election of the state's first Republican governor since 1896. James E. Holhouser, Jr., who endorsed the full legislative program of the North Carolina Association of Educators last spring, won PACE backing which helped him through two bitter primaries.

Making its first bid in the political arena, the Wisconsin Education Association's newly formed political action arm, Wisconsin Educators Politically Active and Concerned (WEPAC), scored an impressive record of victories in 85.4 percent of its 76 endorsed races for the state legislature. WEPAC chalked up wins in 11 of 14 state senate races and in 54 of 62 assembly contests.

In Oregon, teachers helped elect 31 of 39 candidates to the state legislature, including seven who are elementary and secondary teachers.

South Dakota teacher Grace Mickelson is sworn in as state senator. Mrs. Mickelson was appointed by Gov. Richard Kneip (left) to fill a vacated seat; South Dakota Supreme Court Judge Frank Biegelmeier administers the oath. Mrs. Mickelson won election to the seat November 7.

Speaking on election night, Gerry Studds, Congressman-elect from Massachusetts, praises teachers for their efforts in his campaign.

Wayne G. Sanstead, North Dakota teacher, was elected his state's lieutenant-govenor.

Teacher-backed candidate Bill Roy was re-elected in Kansas. Representative Roy—shown here with Washburn University of Topeka staffer Phyllis Kelly and NEA-Topeka President Stan Seidel—has a record of 100 percent support for education.

The Greater Portland UniServ office was the site for a telephone bank installed with Maine PACE funds. Teacher-supported candidates won in 60 of 96 legislative races in the state. Shown here (left to right): Catherine Sullivan, William Russell, Peggy-Lee Ragan, Betty Wilhelmi, and Leroy Lambert, all of the Portland Teachers Association.

NEA TRAVEL

SUMMER 1973 CHARTER FLIGHTS

The summer 1973 NEA charter flights will save members about 10 percent over the cost of last year's flights—mainly because many 1973 flights will be on World Airways new 747 jets, bringing the per-person cost down.

World Airways is the world's largest charter airline. It became the largest by having standards for pilots and stewardesses as tough as any ever adopted by an airline. By flying 707's, Super DC-8's, and World's all new 747C's, and maintaining them so well, they became the only airline ever to win the Zero Defects Award presented by the U.S. Air Force.

Eligibility: To be eligible for an NEA charter flight, persons must have been members of NEA for at least six months prior to the departure date of the flight. Members of the immediate family of the NEA member (limited to spouse, dependent children, and parents of the member only residing in the same household) are also eligible. Brothers, sisters, friends, etc., are **not** eligible under Civil Aeronautics Board regulations.

Charter Extras: The following travel services are available to NEA charter members: optional mini-European tours coinciding with charter dates, Eurailpasses, Britrail passes, Thrift Rail passes, air fare refunder insurance, baggage and accident insurance, car rentals, first/last night hotel accommodations in Amsterdam, and academic credit programs. Information on all these charter extras will automatically be sent to you when you register.

To sign up for any of these flights, use the coupon on page 16 of this issue.

Schedule of NEA charter flights, 1973

Charter Code	No. Days	Depart	Return	City	Round-Trip Airfare
CW-21	36	June 18	July 23	Minneapolis-Amsterdam-Minneapolis	$235
*CW-22	16	June 28	July 14	Newark-Amsterdam-Newark	$176
CW-23	43	June 19	July 31	St. Louis-Amsterdam-St. Louis	$244
CW-24	43	June 20	Aug. 02	New York-Madrid/Amsterdam-New York	$199
CW-25	57	June 21	Aug. 16	Detroit-Amsterdam-Detroit	$232
CW-26	63	June 22	Aug. 23	Chicago-Amsterdam-Chicago	$247
CW-27	29	June 25	July 23	New York-Frankfurt/Amsterdam-New York	$211
CW-28	29	June 27	July 25	Hartford-Amsterdam-Hartford	$207
CW-29	34	June 27	July 30	Los Angeles-Madrid/Amsterdam-Los Angeles	$311
CW-30	58	June 27	Aug. 23	New York-Amsterdam-New York	$217
CW-31	32	July 09	Aug. 09	Seattle-Amsterdam-Seattle	$285
CW-32	37	July 02	Aug. 07	Chicago-Madrid/Amsterdam-Chicago	$239
CW-33	22	July 02	July 23	Baltimore-Amsterdam-Baltimore	$211
CW-34	28	July 03	July 30	Philadelphia-Frankfurt/Amsterdam-Philadelphia	$211
CW-35	24	July 03	July 26	Detroit-Amsterdam-Detroit	$224
CW-36	50	July 05	Aug. 23	Philadelphia-Amsterdam-Philadelphia	$225
CW-37	37	July 11	Aug. 16	Chicago-Athens-Chicago	$337
CW-37A	37	July 11	Aug. 16	New York-Athens-New York	$297
CW-38	39	July 09	Aug. 16	San Francisco-Chicago-San Francisco	$140
CW-38A	39	July 09	Aug. 16	San Francisco-New York-San Francisco	$180
CW-39	38	July 10	Aug. 07	Indianapolis-Amsterdam-Indianapolis	$231
CW-40	38	July 10	Aug. 16	New York-San Francisco-New York	$180
CW-40A	38	July 10	Aug. 16	Chicago-San Francisco-Chicago	$140
CW-42	32	July 17	Aug. 17	Boston-Amsterdam-Boston	$199
CW-43	24	July 23	Aug. 15	New York-Geneva/Amsterdam-New York	$209
CW-44	22	Aug. 02	Aug. 23	Chicago-Amsterdam-Chicago	$224
CW-45	27	Aug. 02	Aug. 28	New York-Amsterdam-New York	$199

*This flight only via Martinair DC-8 Jet. All other flights via World Airways 747 and 707 jet aircraft.

EASTERTIME TOURS

A MUSIC FESTIVAL AT SEA (MSF)

Dates: April 18-28, 1973

Ports of Call: Bermuda/St. Barts/Martinque/St. Thomas

Rates: $495, $525, $580, $660, $840 (+$8.50 port taxes) per person, double occupancy

Enjoy a luxurious cruise on the *S.S. Rotterdam,* flag ship of the Holland American Line and the world's foremost cruise liner and concert hall.

Eleven different celebrated concert artists will perform nightly for your entertainment. Top entertainment nightly by world-renowned concert artists, hosted by Jan Peerce. The illustrious artists on board encompass an amazing array of musical virtuosity. They are among the most celebrated artists of our time. Every one of them will perform in an extraordinary series of daily evening programs at sea. The group of artists includes, in addition to Jan Peerce: Gina Bachauer, Mary Costa, Misha Dichter, Kenneth Gilbert, Jerome Lowenthal, Sergiu Luca, Itzhak Perlman, Roberta Peters, Christine Walevska, and the Lenox Quartet.

The ship has spacious sundecks, cocktail lounges, indoor and outdoor swimming pools, deck tennis, shuffleboard, and gourmet cuisine around the clock. *Gratuities are not required.*

GUATEMALAN FESTIVAL (EG)

Price: $329 (+$30 tax/service) from New Orleans; $397 (+$30 tax/service) from New York

Dates: April 14-21, 1973

Meals: 15 meals included

Transportation: via Pan American World Airways jet

Features:

- Eight days, seven nights in Guatemala
- First-class hotel accommodations (twin-bedded rooms)
- Round-trip jet flight via Pan American World Airways
- Transfers between airport/hotel
- Full-day sightseeing excursion to San Jose and Escuintla
- City tour of Guatemala City
- Motor launch trip across Lake Atitlan
- Sightseeing in Chichicastenango and Antigua
- Optional excursion to the ruins of Tikal for additional cost of $25.

Eligibility: NEA members, their families, and friends.

Note: Single accommodations are $50 additional.

SPRING IN MALLORCA (EM)

Price: $299 (+10% tax/service)

Dates: April 21-28, 1973

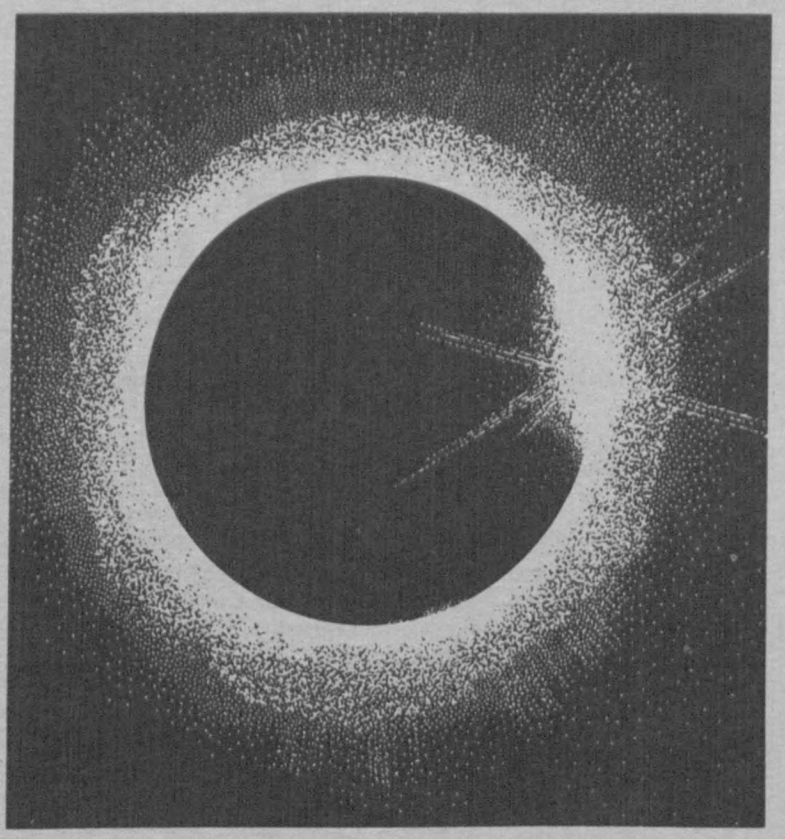
Meals: Continental breakfast and dinner daily

Transportation: via World Airways chartered 707 jet from Philadelphia

Features:

- Six nights, seven days in beautiful Palma de Mallorca
- Deluxe hotel accommodations (twin-bedded rooms) in the Hotel Melia Mallorca
- Continental breakfast and dinner daily with *coffee and wines included*
- Round-trip airfare Philadelphia/Palma
- Transfer airport/hotel
- Baggage handling
- No regimentation or scheduled activities (optional sight-seeing tours are available).

Eligibility: Membership in NEA for six months prior to departure is required by the Civil Aeronautics Board. Members of the immediate family of the NEA member (limited to spouse, dependent children, and parents of the member residing in the same household) may also participate. Brothers, sisters, cousins, etc., are not eligible.



1973 SOLAR ECLIPSE

VOYAGE TO DARKNESS

How would you like to be among the lucky group of passengers on the deluxe ocean liner *Canberra* who will sail into the path of the 1973 solar eclipse off the coast of Mauritania, West Africa, this summer? On June 30 participants will observe and record the longest total solar eclipse for the next 177 years—this event will not occur again until the year 2150.

The African eclipse belongs to a cycle of eclipses which is responsible for the three longest totalities since 699 A.D. This forthcoming spectacle has been eagerly anticipated by eclipse buffs the world over. One of the more exhilarating dramas of our time should be enacted Saturday morning, June 30, when adventurers experience the African eclipse from the *Canberra's* spacious two acres of outdoor deck space.

The 15-day science-travel cruise will offer "voyagers to darkness" an opportunity to view and photograph totality over six minutes, more than three times the length of the July 10, 1972, Canadian Maritimes eclipse.

A full "Science at Sea" program with academic credit is an integral part of the African Eclipse Cruise. The program is under the direction of noted scientists and educators, and all sessions of the educational program are open to all passengers. There is no registration fee or costs of any kind for the "Science at Sea," and there is no limit to the number of activities in which a passenger may choose to participate. Lectures will be enhanced with laboratory experiments, films, slides, and multimedia presentations.

Land tours at Tenerife in the Canary Islands and Dakar, Senegal, will also give participants the opportunity to explore exotic sites.

To register, use the application form on page 16 of this issue. For additional information check and mail the coupon at the bottom of the opposite page.

EASTER ON THE ADRIATIC (ED)

Dates: April 22-29, 1973

Price: $295 (plus 10% tax/service) from New York

Meals: American breakfast and dinner daily

Transportation: via Yugoslav Airlines 707 jet New York/Belgrade with connecting flight Belgrade/Dubrovnik).

This luxury tour has just been scheduled to enchanting Dubrovnik, Yugoslavia, a walled town built in the 7th century on its own rocky peninsula.

Accommodations are in the new, deluxe Hotel Libertas, situated in a quiet and most beautiful part of the Adriatic coast. Flower-filled gardens and Mediterranean shrubs come right to the terrace of each room. The semi-suites each have a view of the open sea, the old town, and the island of Lokrum. The fully air-conditioned hotel has its own outdoor swimming pools for children and adults as well as a solarium, for indoor swimming, Western-type and national Yugoslav restaurants, coffee house, apertif bars, night club, sauna, and private beach.

Features: Six nights, 8 days in beautiful Dubrovnik; deluxe hotel accommodations (twin-bedded rooms) in luxurious Hotel Libertas; round-trip transportation via Yugoslav Airlines with first-class meals and complimentary open bar in flight; American breakfast and dinner daily; transfers between airport/hotel; porterage at airport and hotel; half-day sight-seeing of Dubrovnik. (Optional excursions available to romantic Sv. Stefan, old Sarajevo, Mostar, Montenegro, Herzegovina, and a cruise along Adriatic Coast.)

Eligibility: Membership in NEA at least six months prior to departure date. Members of the immediate family of the NEA member (limited to spouse, dependent children, and parents of the member only residing in the same household) are also eligible.

NEA TRAVEL

Polynesian Romance

Six 15-day tours:
PRH-1—June 16-June 30, 1973
PRH-2—June 30-July 14, 1973
PRH-3—July 7-July 21, 1973
PRH-4—July 21-Aug. 4, 1973
PRH-5—Aug. 4-18, 1973
PRH-6—Aug. 18-Sept. 1, 1973

$513 plus $51.30 tax/service from Chicago, Los Angeles, San Francisco, Seattle, Portland.

$523 plus $52.30 tax/service from Cleveland, Detroit, Milwaukee, Pittsburgh, Minneapolis/St. Paul, Atlanta.

$557 plus $55.70 tax/service from New York, Washington, D.C., and Philadelphia.

(Prices in itineraries are subject to change in 1973.)

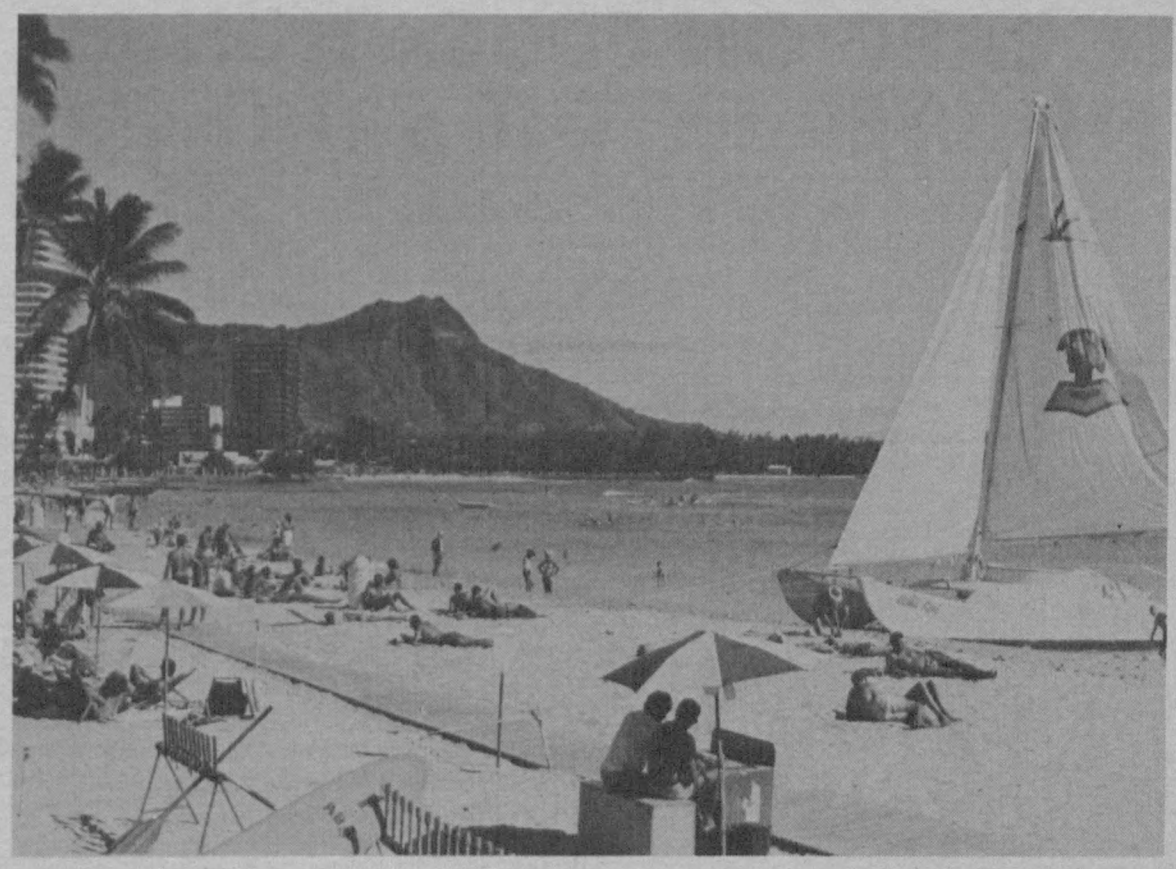
Transportation: via Northwest Orient 747 jet and Hawaiian Airlines.

Hotels: Per-person rate based on sharing twin-bedded, air-conditioned standard rooms in superior hotels. Single accommodations, $130 additional. Rate for three persons in a room (triple) $20 reduction per person. Children (2 through 11) reduction of $150.

Meals: Not included.

Features:

- 15 days
- Four islands (Oahu; Maui; Kauai; Hawaii, including cities of Kona and Hilo)
- 13 nights, 14 days in superior hotels with standard, air-conditioned rooms
- Fully escorted throughout the islands
- Scheduled airlines (Northwest Orient 747 jet and Hawaiian Airlines)
- Delightful meals and champagne served enroute
- Flower lei greeting
- Volcano tour on Hawaii, including city tour of Hilo
- Iao Valley/Lahaina tour on Maui
- Mount Tantalus, Honolulu, Punchbowl, and University tour on Oahu
- Services of professional guides
- All transfers
- Tips to hotel and airport porters for two pieces of luggage throughout
- All sight-seeing by deluxe air-conditioned motor coach
- NEA Accident and Baggage Insurance
- No additional charge for peak season on the islands.



Honolulu Happening

Eight days—$238 and $273 July 7-14, from Portland, Oregon.

HH-1—$238 plus $23.80 tax/service.

Hotel: Per-person rate based on sharing twin-bedded room at the Sheraton-Princess Kaiulani Hotel (superior hotel; standard rooms). Single accommodations $45 additional. Triple rate is same as twin rate. Reduction for child (2 through 11) $89.50.

HH-2—$273 plus $27.30 tax/service.

Hotel: Per-person rate based on sharing twin-bedded room at the fabulous Sheraton-Waikiki (deluxe hotel; superior, mountain-view rooms). Single accommodations $75 additional. Rate for three persons in room (triple) $8 reduction per person. Reduction for child (2 through 11) $89.50.

Features included in above tour prices:

- Eight days
- Round-trip transportation via Northwest Orient Boeing 747 jet
- Seven nights at one of the above-mentioned hotels
- Flower lei greeting on arrival
- Transfers between airport-hotel
- Porterage and tips for two suitcases
- Sightseeing tour of Honolulu and Mt. Tantalus
- Services of an escort
- NEA Accident and Baggage Insurance
- Champagne flight
- No additional charge for peak season in Honolulu
- No regimentation.

Waikiki Beach

Famous Waikiki Beach will lure NEA travelers next summer. To register for any of the NEA tours to Hawaii, use the application form on page 16 of this issue.

Wiki-Wiki Hawaii

Four 15-day tours:
WH-1 June 9-June 23, 1973
WH-2 July 28-August 11, 1973
WH-3 August 4-August 18, 1973
WH-4 August 18-September 1, 1973.

$403 plus $40.30 tax/service from Chicago, Los Angeles, San Francisco, Seattle, Portland. $433 plus $43.30 tax/service from Cleveland, Detroit, Milwaukee, Pittsburgh, Minneapolis/St. Paul, Atlanta.

$467 plus $46.70 tax/service from New York, Washington, D.C., and Philadelphia (prices and itineraries are subject to change in 1973.)

Transportation: via Northwest Orient 747 jet.

Hotels: Per-person rate based on sharing twin-bedded, air-conditioned standard room in superior hotel. Single accommodations $120 additional. Triple rate same as twin rate. Children (2 through 11)—$150 reduction.

Meals: No meals included in tour price.

Features:

- 15 days
- Round-trip transportation
- 13 nights, 14 days at the Sheraton-Princes's Kaiulani Hotel
- Flower lei greeting on arrival
- Round-trip transportation between airport-hotel
- Porterage and tips for two suitcases
- Sightseeing tour of Honolulu and famous Punchbowl
- Services of an escort
- NEA Accident and Baggage Insurance
- Champagne flight
- No additional charge for peak season in Honolulu.

Hawaiian Love Affair

Three 15-day tours:
HL-1 June 23-July 7, 1973
HL-2 July 14-July 28, 1973
HL-3 Aug. 4-Aug. 18, 1973

Prices: $587 plus $58.70 tax/service from Chicago, Los Angeles, San Francisco, Seattle, Portland; $607 plus $60.70 tax/service from Cleveland, Detroit, Milwaukee, Pittsburgh, Minneapolis/St. Paul, and Atlanta. $627 plus $62.70 tax/service from New York, Washington, D.C., and Philadelphia. (All prices are subject to change.)

Transportation: via Northwest Orient 747 jet and Aloha Airlines

Hotels: Per-person rate based on sharing twin-bedded, air-conditioned superior rooms in deluxe hotels. Single accommodations $140 additional. Rate for 3 persons in a room (triple) $20 reduction per person. Children (2 through 11) reduction of $150.

Meals: Lunch at Volcano House. No other meals included in the islands.

Features:

- 15 days
- 4 islands (Oahu; Maui; Kauai; Hawaii, including cities of Kona and Hilo)
- 13 nights, 14 days in deluxe hotels with superior, air-conditioned rooms
- Fully escorted throughout the islands
- Scheduled airlines (Northwest Orient 747 jet and Aloha Airlines)
- Delightful meals and champagne served enroute
- Flower lei greeting
- Volcano tour on Hawaii, including city tour of Hilo
- Iao Valley/Lahaina Tour on Maui
- Mt. Tantalus, Honolulu, Punchbowl, and University Tour on Oahu
- Kodak Polynesian show, including transfers, in Honolulu; Wailua River cruise and Fern Grotto on Kauai
- Services of professional guides
- All transfers
- Tips to hotel and airport porters for two pieces of luggage throughout
- All sightseeing by deluxe, air-conditioned motor coach
- NEA Accident and Baggage Insurance.

Expeditions to remote and exotic places

DESERT JOURNEY — A camel caravan among the Bedouin tribes of the Arabian Desert; ruins of the rock-hewn city of Petra; Omayyad desert castles and desert oases. Archaeology and anthropology. April 14-29. $1,398.

JOURNEY INTO ANTIQUITY—Stressing archeology: Visit the colossal mountaintop monument of Nemrod Dagh; up the slopes of Mt. Ararat by mule in search of Noah's ark; Cappodicia, Troy, Ankara, as well as modern Istanbul. August 1-22. $1,598.

JOURNEY TO THE TOP OF THE GLOBE — Visit Copenhagen, delightful capitol of Denmark, then on to remote Greenland. By ship, travel to within a thousand miles of the North Pole. See icebergs, Eskimos, glaciers, remote fishing villages, and Viking ruins. A day is spent on top of the icepack. Scientific and educational. August 1-19. $1,620.

All departures for the above tours are from New York. For additional information check and mail the coupon at right or contact Ed Nevins at NEA Educational Travel, NEA Center.

To: NEA Educational Travel
1201 16th Street, N.W.
Washington, DC 20036

Please send:

- ☐ *NEA Travel's Passport to the World, Summer 1973*, illustrated summer travel book containing day-by-day itineraries of tours all over the world, and a list of charter flights to Europe for transportation only.
- ☐ Expeditions to Remote and Exotic Places
- ☐ Voyage to Darkness

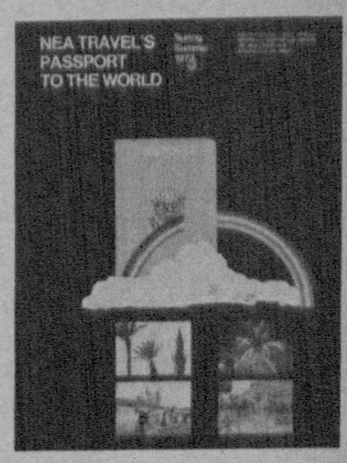
PLEASE PRINT AND INCLUDE ZIP CODE

Name .....

Address .....

City ..... State ..... Zip .....

Please do not request another book if you have asked for one previously. Thousands of copies are on their way to members now.



Education's lobby at work:

REPORT CARD ON EDUCATION-RELATED LAWS ENACTED BY THE 92ND CONGRESS

BILLS	PROVISIONS
U.S. Office of Education Appropriation FY 1972 PL 92-48 (Signed 7-9-71)	Allocated $5.02 billion for USOE-administered programs in fiscal year 1972. (NEA supported.)
18-Year-Old Vote—26th Amendment to the U.S. Constitution (Ratified 6-30-71)	Lowered the voting age to 18. (NEA initiated.)
Public Service Employment Act PL 92-54 (Signed 7-12-71)	Allocated $2.25 billion for 150,000 federally backed jobs in the public sector for fiscal year 1972 and 1973. (NEA supported.)
Selective Service Act of 1967—Amendments PL 129 (Signed 9-28-71)	Included authorization for a higher military pay scale to encourage voluntary enlistments and guarantee of reemployment rights on satisfactory completion of military service. (NEA supported.)
School Lunch Amendments PL 92-153 (Signed 11-5-71)	Directed USDA to provide free or reduced-price lunch to all needy children. (NEA supported.)
Economic Stabilization Act PL 92-210 (Signed 12-22-71)	Extended Presidential authority to impose wage and price controls until April 1973; also granted teachers retroactive pay increases. (NEA initiated retroactivity provisions.)
Equal Employment Opportunities Act PL 92-261 (Signed 3-24-72)	Brought teachers under EEOC and gave agency power to bring suit against discriminating employers. (NEA supported.)
Education Amendments of 1972 PL 92-318 (Signed 6-23-72)	Expanded and revised most higher education laws, creating new programs of institutional and student aid; established an Education Division within HEW, composed of the Office of Education and the National Institute of Education, headed by an assistant secretary for education; increased federal support for career (vocational) education, Indian education, and consumer education; established ethnic cultural heritage studies; and provided financial aid for school desegregation. (NEA supported.)
Economic Opportunity Act Extension PL 92-424 (Signed 9-19-72)	Extended Economic Opportunity Act for two years; authorized $4.8 billion for antipoverty programs including Head Start. (NEA supported.)
School Lunch Amendments PL 92-433 (Signed 9-26-72)	Increased federal support to school lunch program and expanded other child nutrition expenditures. (NEA supported.)
General Revenue Sharing Act of 1972 PL 92-512 (Signed 10-20-72)	Authorized a five-year program for sharing a proportion of federal revenues with state and local governments. (NEA supported.)
Vietnam Era Veterans' Readjustment Assistance Act of 1972 PL 92-540 (Signed 10-24-72)	Increased Vietnam War Veterans' education benefits. (NEA supported.)
Debt Limit/Spending Ceiling PL 92-599 (Signed 10-27-72)	Limited Presidential authority for budget-cutting in fiscal year 1973. (NEA supported.)
Medicare for Teachers PL 92-603 (Signed 10-30-72)	Extended Medicare coverage to retired teachers not covered by FICA. Authorized group coverage agreements between HEW and employers or organizations. (NEA initiated.)
Retirement Earnings Test PL 92-603 (Signed 10-30-72)	Increased from $1,680 to $2,100 the amount that a Social Security beneficiary under 72 may earn in a year without reduction in cash benefits. Provided for reduction of $1 in benefits for each $2 earned in excess of the exempt $2,100. (NEA supported.)
Supplemental Appropriations FY 1973 PL 92-607 (Signed 10-31-72)	Included approximately $1.1 billion for programs under Education Amendments of 1972, PL 92-318. (NEA supported.)
Equal Rights Amendment HJ Res. 208	Proposed constitutional amendment giving women equal rights. Ratification required by three-fourths (38) of the states within seven years. By 12/72, 22 states had ratified. (NEA supported.)

CRUCIAL CONGRESS . .

(Continued from page 1)

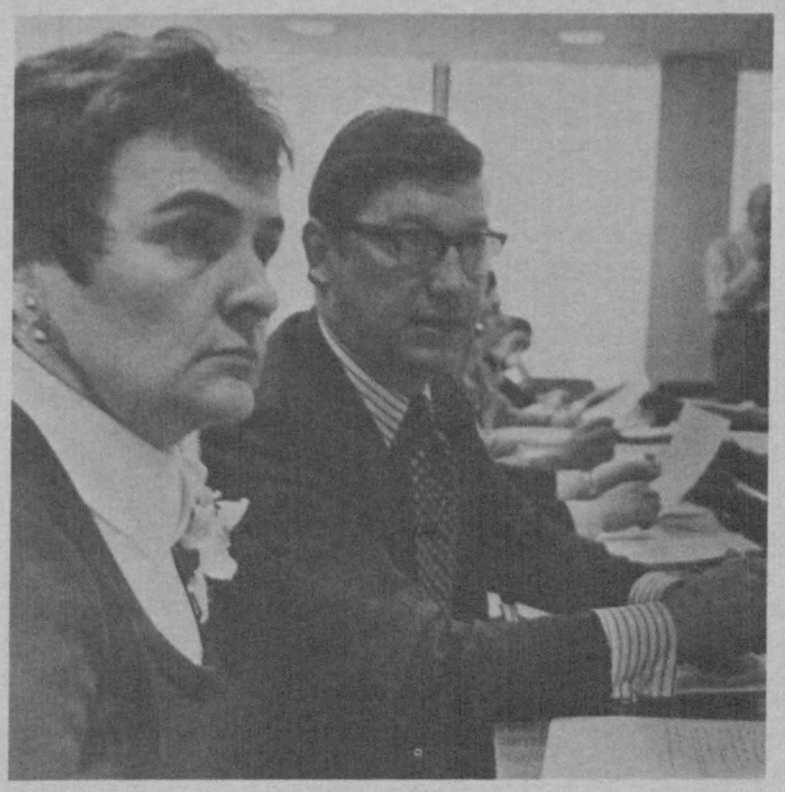
school districts in the process of desegregating, was defective because of sections duplicating existing law and forbidding busing except as a last resort.)

- A national collective bargaining law for public employees, including teachers, will be sought by NEA. The Association's proposed bill would require teachers and school boards to bargain in good faith and would designate an agency to regulate the process.
- Two measures benefiting retired teachers are high in NEA's legislative priorities for the 93rd Congress. The Mobile Teachers Retirement Assistance Act will be reintroduced with provisions to permit teachers to move across state lines during their working careers without losing retirement benefits.

The other measure, a retirement income tax credit amendment to the Internal Revenue Code, would give more equitable tax treatment to persons whose retirement income is derived from sources other than Social Security.

- Major revisions are long overdue on the outdated 1909 copyright law. NEA's position calls for an explicit exemption on exclusive copyrights to protect teaching, scholarship, and research activities. Legislation reflecting the Association's policy will be introduced early in the first session.
- NEA will continue to lobby for the rechanneling of funds from defense-related activities to social and educational programs under the proposed Economic Conversion Authorization Act which was considered by the 92nd Congress. The Association was active in a coalition of organizations seeking such legislation.
- Early childhood development legislation, which included day care centers, was vetoed by President Nixon. NEA will seek action by the 93rd Congress to provide comprehensive educational, health, nutritional, and other services needed by children of working parents.
- NEA will renew efforts for passage of legislation to allow for voter registration by mailed cards and to limit residency requirements for all federal elections to 30 days.
- Self-determination is the key to legislation which NEA is helping develop for advancing educational opportunity for the American Indian. A proposed Indian Education Reform Act would be implemented by the Interior Department with direct involvement of the Indian population. The bill would provide increased funding for education of Indian children in public schools, including support of training programs for youth and school staff and school construction.
- NEA will continue to work for enactment of a law providing for United States adoption of the international metric system within ten years.
- Congressional action to overhaul and expand various child nutrition programs, including the National School Lunch Act, is receiving the full support of NEA. These efforts are needed to improve funding and administration so that all children will receive the full benefits of these programs.

During 1973, NEA will also work for ratification of the Equal Rights Amendment to the U.S. Constitution; ratification of the U.N. Genocide Convention; improving conditions of teaching in overseas dependent schools; and passage of legislation to advance civil rights and resolve other critical social issues.



NEA president-elect in Ohio

NEA President-Elect Helen Wise reports on membership gains in unified states during a recent address to members of the Central Ohio Teachers Association at the district's annual in-service day program. When the Ohio Education Association delegate assembly met last month, it voted to approve unification and to send a mail ballot to each member. The ballots go out March 14, to be returned by April 14. If unification is approved, it becomes effective September 1, 1974. With Mrs. Wise, above at the Ohio meeting, is OEA President Leonard Arcilesi.

names in the news

Elizabeth D. Koontz, director of the Women's Bureau, and deputy assistant secretary for women's affairs, U.S. Department of Labor, was honored by NEA in December for four years of outstanding service to the advancement of women's rights in America. President Nixon has accepted Mrs. Koontz' resignation from her Labor Department post.

The NEA Executive Committee has apointed **James McDaniels** as interim director for Washington and **Dorothy DaValt** as interim director for Florida to fill vacancies on the NEA Board of Directors until elections are held in accordance with NEA bylaws.

Karl Berns, former NEA assistant executive secretary for field operations who served NEA for 20 years, died November 23 in Fayetteville, North Carolina. Since his retirement in 1965, Berns has been director of development at Methodist College in Fayetteville.

William Hebert, executive secretary of the Massachusetts Teachers Association, who was 1972 president-elect of the National Council of State Educations, became NCSEA president at the close of the council's annual meeting in November in San Diego. He replaced **Helen Wise,** who becomes immediate past president.

At its meeting NCSEA elected the following to office: president-elect, **John Ryor,** president of the Michigan Education Association; coordinating vice president (presidents), **Alice Glover,** past president of the Arkansas Education Association; coordinating vice president (executive secretaries), **Tom Mondani,** executive secretary of the Connecticut Education Association; executive board, **Warren Cummings,** president of the New Jersey Education Association; and executive board, **Joe Reed,** associate executive secretary of the Alabama Education Association.

The NEA Executive Committee has accepted a request for retirement from NEA Business Services Director **Richard Carpenter,** effective February 28. The Committee appointed **Mike Dunn** to succeed Carpenter, effective December 1, with the title Director of Business and Financial Management.

The Executive Committee also accepted the resignation of Assistant Executive Secretary for Administration **Thomas McLernon,** who has accepted a position with the American Association of School Administrators.

professional calendar

District conventions, American Association for Health, Physical Education, and Recreation: **Jan. 19-21** — Southwest, Phoenix, Ariz.; **Feb. 22-25**—Southern, Jackson, Miss.; **March 8-10**—Northwest, Spokane, Wash.; **March 22-25**—Eastern, Mt. Pocono, Pa.; **March 24-26**—Midwest, Columbus, Ohio; **April 13-17**—Nat'l convention in cooperation with Central district, Minneapolis.

Division biennial conventions, Music Educators Nat'l Conference: Jan. 19-22—Eastern, Boston; **Feb. 16-19** — Northwest, Portland, Oreg.; **Feb. 28-March 3**—Western, Tucson, Ariz.; **March 22-25** — Southwestern, Wichita, Kansas; **March 29-April 1**—North Central, Milwaukee, Wisc.; **May 2-5**—Southern, Norfolk, Va.

Jan. 24-28 — Student NEA semi-annual representative assembly, Dallas.

Jan. 25-27—Research and Perspectives on "Children/Values, Feelings and Morals," American Association of Elementary-Kindergarten-Nursery Educators, Washington, D.C.

Feb. 3-7—Annual convention, Nat'l Assn. of Secondary School Principals, Dallas.

Meetings, Nat'l Council of Teachers of Mathematics: **Feb. 15-17**—Tucson, Ariz.; **March 8-10**—Spokane, Wash.; **March 15-17**—Philadelphia; **March 22-24**—San Francisco; **April 5-7**—Charleston, S.C.; **April 25-28**—51st annual, Houston, Texas.

Feb. 16-18—Southwest regional meeting, American Driver and Traffic Safety Education Assn., Phoenix, Ariz.

Feb. 21—Annual meeting, Nat'l Business Education Assn., Chicago.

Feb. 21-24—Nat'l annual conference, Assn. of Teacher Educators, Chicago.

Feb. 23-25—"The Re-Emergence of Women," Nat'l Council of Administrative Women in Education, Atlantic City.

Nat'l meetings, American Assn. of School Administrators: **Feb. 24-28**—Atlantic City; **March 17-21**—San Francisco.

Members may lease autos coast-to-coast

Recent figures compiled by the Automobile Manufacturer's Association reveal that individual family automobile leasing has increased to a rate of about 16 percent a year and is assuming the proportions of a major trend.

Today there are more than 800,000 cars leased to individuals; in the last six years, individual leasing has grown about 275 percent.

Studies have shown that teachers are the largest single group of vehicle owners per family unit in America.

L. V. Salais, Borg-Warner Leasing's program director, said that vehicle leasing has been common practice by American business for years because it is economical and reduces the amount of money tied up in capital goods.

NEA, recognizing the trend in auto leasing and the advantages which leasing may afford a member, has made the NEA-Borg-Warner Leasing program available to members. Substantial savings may be realized by NEA members who take advantage of this leasing plan because Borg-Warner Leasing purchases most vehicles at a discount, thereby reducing the overall costs as opposed to alternative methods of financing.

To receive a lease quotation on the vehicle of your choice, along with further details, complete the coupon below and mail it directly to the nearest Borg-Warner Leasing office listed below.

Auto leasing offices that serve NEA members

West Coast area:
1507 N. Tustin Avenue
Santa Ana, CA 92711
(714) 558-0363

Mid-Central area:
4001 W. Devon
Chicago, IL 60646
(312) 282-6200

Central area:
8050 Watson Road
Suite 236
St. Louis, MO 63119
(314) 849-1131

Northeastern area:
1651 Old Meadow Road
P.O. Box 478
McLean, VA 22101
(703) 893-1431

Southwestern area:
932 Twin Towers South
8585 N. Stemmons Freeway
Dallas, TX 75247
(214) 634-2410

Mid-Atlantic area:
725 Providence Road
Charlotte, NC 28201
(704) 372-9573

Request for Auto Leasing Information

TO: Nearest Borg-Warner Leasing Office

FROM:

Name .....

Street .....

City ..... State ..... Zip .....

Please send me information on the car I have selected.

Car desired

Make ..... Model .....

Body Type .....

Preferred Color:

Exterior ..... Interior .....

Options:

Engine: (six)..... (eight).....

Automatic Transmission..... Power Steering.....

Power Brakes..... Radio: AM..... FM..... Stereo.....

Air Conditioning..... Tinted Glass.....

WW Tires..... Wheel Covers.....

Vinyl Interior..... Vinyl Roof.....

Floor Carpeting..... Floor Mats.....

Additional Options:

.....

24 months..... 36 months .....

mail to nearest NEA-Borg-Warner office

STATEMENTS BY MEMBER TO BE INSURED— NATIONAL EDUCATION ASSOCIATION LIFE INSURANCE PLAN

(Please print all answers and complete both sides of form)

- I am under age 60 and not now insured under the NEA life insurance program (Plan A, B, C or C+).
- I am a member of NEA.
- I derive my principal employment income from educational activity.
- I certify that—

1. I am now physically able to perform all the duties of my occupation and I am now working on a full-time basis.
2. During the last five years neither my spouse, if to be covered, nor I have ever had or been treated by a doctor for any known condition of the heart or other circulatory disorder, cancer, tumor or diabetes.
3. During the last five months neither my spouse, if to be covered, nor I have been confined in a hospital or other institution due to illness for more than five days.

I am enclosing my payment of $..... Make check payable to "NEA Life Insurance."
I declare the statements and answers herein are complete and true and understand that they are the basis for providing for me insurance protection under a policy issued by The Prudential Insurance Company of America to the N.E.A. All concerned are authorized to give Prudential any information requested regarding my current employment, my physical condition or my past disabilities.
Social Security or
Internal Revenue Service No. ..... Date Signed .....

Signature .....

(For office use only) Plan Code .....ID. No. ..... Eff. Date .....

ORD 70582-10 (Rev. 11-72)

Policy Form Nos. 28912 Serial U and Rider Forms
ORD 28913 Serial U
ORD 30796 Serial U

Complete both sides of form and mail to:

NEA Life Insurance
P.O. Box 2013
Washington, DC 20013

SEE OTHER SIDE

NEA PLAN A MEETS THE NEEDS OF EDUCATORS

More than 15,000 NEA members sign up for basic life insurance plan during fall enrollment

A September mailing that offered NEA's Plan A term life insurance to members resulted in the enrollment of more than 15,000. This brings total participation in NEA's life insurance program to nearly 300,000 members and insured dependents, reports Arnold W. Wolpert, NEA Special Services.

"This latest response indicates that our people are quick to realize the advantages of high-protection, low-cost insurance," Wolpert said. "It also encourages those of us who administer these services to continue efforts to market the best possible insurance protection to our members and their families. Due to the tremendous popularity of our September offer we are again making it possible for a member under age 60 to enroll in Plan A by satisfactory certification of a few statements as to health."

Plan A is the basic term life insurance plan underwritten for NEA by the Prudential Insurance Company of America. It is available to NEA members who derive their principal income from educational employment. The plan includes a disability income benefit feature which provides monthly payments in the event of total disability occurring prior to age 60. (More information concerning this benefit is detailed later on this page.)

With Plan A a young educator (less than age 30) can obtain $5,000 of term life insurance including a disability income benefit feature for the low semi-annual contribution of $4.55. Table I below (at left) shows the benefits and semi-annual contributions which apply at higher ages.

I. MEMBER LIFE INSURANCE AND SEMI-ANNUAL CONTRIBUTIONS

Your Age at Time of Claim	Amount of Life Insurance	Monthly Disability Income Benefit for 48 Months
Less than 50	$5,000	$100
50 but less than 60	2,500	50
60 but less than 70	1,500	none

Contributions for the above benefits depend on the NEA members' age. They are billed semi-annually as show on the bottom half of the table at right:

Your Age on Each Semi-Annual Contribution Due Date	Semi-Annual Contribution
Less than 30	$ 4.55
30 but less than 70	11.30

An attractive feature of basic Plan A is the option of being able to insure yourself only or of also insuring your eligible dependents. The benefit amounts and the additional semi-annual contribution are shown in Table II at right.

II. AMOUNTS OF DEPENDENTS' LIFE INSURANCE AND SEMI-ANNUAL CONTRIBUTION

Your Age at Time of Claim	Spouse Life Insurance	Children's Life Insurance
Less than 50	$2,500	$1,000
50 but less than 60	1,250	1,000
60 but less than 70	750	750

Your Age on Each Contribution Date	Semi-Annual Contribution for: Spouse	Children
Less than 30	$2.20	$1.50
30 but less than 70	5.60	1.50

Topic: NEA insurance

Arnold W. Wolpert, NEA Special Services, meets with NEA President Catharine Barrett (center) and President-Elect Helen Wise to discuss the outcome of the special enrollment opportunity offered to members in NEA's Plan A Life Insurance Program. More than 15,000 members enrolled in the plan, bringing the total participation in NEA's Life Insurance Program to nearly 300,000 members and insured dependents.

ELIGIBILITY

Protection under NEA Plan A is available to active members of the Association who derive their principal income from educational employment. An individual cannot be insured both as a member and as a dependent.

Dependents who may be included in the program are the member's spouse and all unmarried children at least 14 days but less than 21 years old. All dependent children in the family may be included for the $1.50 semi-annual contribution. If both husband and wife are insured individually, as eligible NEA members, only one may include their children as dependents.

Additional children become insured automatically 14 days after birth.

Eligible NEA members who leave the field of education may continue in Plan A as long as they retain active Association membership. Coverage will continue as long as the overall program continues, you remain eligible, and you continue to make the required contributions.

This offer is not available in Alabama and Puerto Rico.

DISABILITY INCOME BENEFITS

Disability benefits are *applicable to members after they have been insured under the plan for at least one year. Benefits are payable after total disability of nine months* if disability occurs before age 60. Benefits will be paid as long as disability continues up to 48 months or until age 62 whichever occurs first.

To be considered totally disabled you must as a result of the disability be unable to engage in any and every occupation for which you are reasonably fitted be education, training, or experience and must not be actively performing any gainful work.

EXCEPTIONS TO DISABILITY INCOME BENEFITS

Disability resulting from active duty in the armed forces or war, or any act of war, is not covered.

Conversion to an individual policy in the event you cease to be an eligible member

You are guaranteed the opportunity to convert your insurance during the two-month period following termination to one of a number of individual policies at standard rates regardless of your health. If death occurs during this two-month period, life insurance benefits will be paid whether or not you have applied for an individual policy.

MEDICAL REQUIREMENTS

If you are less than age 60 and the enrollment form, as shown at right is received by March 1, 1973, medical eligibility is determined by your certification of the answers to three statements regarding your health which appear on the enrollment form. Members age 60 and over may enroll through the regular enrollment procedure. Enrollment forms available from NEA Special Services, 1156 15th St. N.W., Washington, DC 20005.

EFFECTIVE DATE OF INSURANCE

Insurance will become effective on the first of the month following receipt of the initial semi-annual contribution and acceptance of the enrollment form by Prudential.

HOW TO ENROLL

The enrollment form is only for those who are not currently participating in any NEA group term life insurance program and are under age 60. To enroll, check the information above to determine your cost based on your age and optional inclusion of your dependents. Then, simply complete the form starting at right and mail with a check or money order (no cash). Make payable and mail to:

NEA Life Insurance
P.O. Box 2013
Washington, DC 20013

NOTE: Do *not* send this enrollment form to NEA Center; send it directly to the above address.

DEPENDENTS' ENROLLMENT

Under this offer, you cannot enroll only for your dependents. If you are already insured under the program and wish to add your dependents, write to NEA Special Services for a dependents' enrollment form.

Prudential is licensed in all states, with principal offices in Newark, New Jersey.

STATEMENTS BY MEMBER TO BE INSURED— NATIONAL EDUCATION ASSOCIATION LIFE INSURANCE PLAN

(Please print all answers and complete both sides of form)

1. Name ..... (Last / First / Middle Initial)
2. ☐ Male ☐ Female
3. Date of Birth ..... (Month / Day / Year)
4. U.S. Citizen ☐ Yes ☐ No
5. Residence ..... (No. / Street)
   ..... (City / State / ZIP Code)
6. Beneficiary ..... (First Name / Middle Initial / Last Name / Relationship)
   .....
7. NEA Membership ☐ Yes ☐ No
8. ☐ I am not already insured under the NEA Life Insurance Plan.
   ☐ I am already insured under the NEA Life Insurance Plan. My Identification # is .....
9. Dependents Life Insurance
   (a) I wish to cover my:
   ☐ Spouse only
   ☐ Spouse & eligible children (Eligible children are unmarried children less than age 21.)
   ☐ Eligible children only
   (b) ☐ I do not desire Dependents Life Insurance.
   (c) Name of Spouse:
   ..... (First Name / Middle Initial / Last Name / Date of Birth)
   (d) Number of children: .....

SEE OTHER SIDE

current

in television and national magazines

Television

(All times are Eastern)

ABC News Special—"Michelangelo Antonioni's 'Chung Ku'"—Thursday, January 11, ABC-TV, 9 p.m. One of the world's most honored filmmakers shares his unique view of the people of China.

NBC Children's Theatre—"All About Me"—Saturday, January 13, NBC-TV, 12 noon. A young boy dreams he is taken on a tour inside a human body, where he learns about the functions of the body organs.

CBS Children's Film Festival—Saturday, January 13, CBS-TV, 1 p.m. "Tymancha's Friend."

The Forbidden City—Tuesday, January 16, NBC-TV, 10 p.m. This NBC Report offers a visit to the Forbidden City.

Strange Creatures of the Night—Wednesday, January 17, CBS-TV, 8 pm. A National Geographic study of nocturnal animals.

What About Tomorrow?—Monday, January 22, ABC-TV, 10:30 p.m. The first in a series of programs, dealing with the effects of science and technology on our daily lives, will examine human communication with emphasis on mankind's changing relation to the machines of technology. Recommended for viewing by NEA.

The Incredible Flight of the Snow Goose—Tuesday, January 23, NBC-TV, 8 p.m. A study of the annual migration of the snow goose.

Jane Goodall and the World of Animal Behavior—"The Wild Dogs"—Thursday, January 25, ABC-TV, 8 p.m. A study of the behavior and life cycle of the wild dogs of Africa.

NBC Children's Theatre—"The Blue Edge"—Saturday, January 27, NBC-TV, 11 a.m. Lorne Green narrates this exploration of the sea depths.

CBS Children's Film Festival—Saturday, January 27, CBS-TV, 12:30 p.m. "Tony and the Tic Toc Dragon."

Much Ado About Nothing—Friday, February 2, CBS-TV, 8 p.m. This highly praised Joseph Papp production captures the optimism and color of 1910 middle America, blending it with the language, plot, and structure of the witty and ageless Shakespeare original. Recommended for viewing by NEA.

ABC After School Special—"The Incredible, Indelible, Magical, Physical Mystery Trip"—Wednesday, February 7, ABC-TV, 4:30 p.m. Through live film and animation two children take a trip through the human body and discover the damage that can be done by improper eating and poor sleeping. Recommended for viewing by NEA.

Magazines

The American Scholar—*Winter 1972-73 issue.* "Teacher-Image and the Hidden Curriculum," by George Gerbner. "The Attack on Literature," by Rene Wellek.

Essence—*January issue.* "The Essence Woman—Dr. E. Bouey-Yates." Feature about the woman who directs NEA's overseas educational assistance program in cooperation with U.S. Agency for International Development. Dr. Yates is with the NEA Committee on International Relations.

Harper's—*January issue.* "Indian Giving," by Eric Treisman. "A School for Life Now," by Ren Frutkin. A description of the Redington Pond School in the Maine mountains, emphasizing survival and mutual dependence to show its student body that life makes sense.

Happy to be a winner

Freda Bradley, a Fayetteville, Arkansas, elementary school music teacher, receives her first-prize certificate in the ninth annual Teacher's Writing Competition sponsored by Today's Education: NEA Journal. *NEA Acting Executive Secretary Allan M. West presents the certificate. Mrs. Bradley also received a check for $1,000. Other winners were Brooke Workman, Iowa City, Iowa, teacher of English ($500 second prize) and B. Jo Kinnick, creative writing teacher from Piedmont, California ($350 third prize). The names of 15 $100 prize winners appear in the November* Today's Education. *All prize money and contest expenses were paid by the Reader's Digest Foundation.*

Deadline near for 1973 education award

The NEA Board of Directors will present its second annual Friend of Education Award during special ceremonies at the 1973 NEA Convention in Portland, Oregon. Last year, the award, an engraved plaque, was presented to former President Lyndon B. Johnson in recognition of his unusual achievements in federal education legislation.

The Friend of Education Award may recognize either a specific accomplishment or a long-term contribution to education. Recipients need not be American citizens, but they should reflect the philosophy and principles of NEA.

Any member of NEA or of a local or state association may nominate a recipient for the 1973 award by completing a form which will be available in February from NEA regional offices and state and local associations. Forms may also be obtained from David Foerster, staff contact, at NEA Center.

The deadline for submission of nominations is March 15.

Information net urged for cable TV

NEA is working to set up a nationwide cable TV information mutual help network for educators through their associations. State associations are being asked to appoint coordinators to work with NEA to ensure that local criteria and ordinances for CATV franchising are acceptable to the educational community and the public and to influence programming once channels are reserved.

The trend is toward stronger state control of CATV, NEA spokesmen said, varying from states which are setting up minimum CATV standards to states which act as the franchising agency, authority, and regulator. The states which, to some degree, control CATV are Connecticut, Rhode Island, Vermont, Nevada, Hawaii, Massachusetts, and New York. Establishment of state control is pending in New Jersey. In Illinois, Alaska, and Wisconsin there is a freeze on all further franchising pending decisions by the states.

State control has the potential for being either good or bad, the spokesmen said, depending on the quality of decisions made.

Publi-Cable, the nationwide consortium of which NEA is a member, feels strongly that the awarding of franchises and the regulation of cable television should be at the local level. In a very real sense cable television is *local* television. This is its unique characteristic compared to other means of communication.

Local education associations, with NEA support, have already affected local CATV franchising ordinances in several communities, including Des Moines, Iowa; Nashville, Tennessee; Houston, Texas; and Flint, Michigan.

NADER ASKS PROBE OF TESTING BUSINESS

School testing is driving some students to the "brink of nervous breakdown," consumer advocate Ralph Nader said recently. Speaking before delegates at the New Jersey Education Association's annual convention, he called for investigation of the $300,000-million-a-year testing business.

Nader singled out Educational Testing Service as "the most massive regulator of what is defined as intelligence" and having "more power than many government agencies." Despite this great power, he noted that the ETS operation is "shrouded with secrecy except when you see a few abuses erupt here and there" and that ETS is not regulated by the government but is a nonprofit corporation which operates in a "very nonaccountable and self-perpetuating manner."

Standardized tests are overrelied on, said Nader, because "it's so easy to rely on them." Thus, he declared, tests not only limit student options and shape curriculum toward training students to pass tests, but have a profound psychological impact on students.

It has gotten to the point, Nader said, that a drop of a few percentage points in average convinces some of the brightest students that "they've failed; they're no good." ETS determines careers, shapes careers, and above all, stops careers," he charged, because students tend to think they are not capable for a particular profession because of test scores.

However, he pointed out, "in every line of endeavor, there are many attributes that are not measured, maybe even cannot be measured."

The whole corporate structure of ETS must first be evaluated, Nader said, in terms of what segments of society it affects and how they will secure their right to participate in decision-making and in terms of what personal impact it has on the "consumers of ETS." There also needs to be on-going monitoring of ETS by students from all over the country, students who are beginning to realize they have a "very strong stake in it," he stressed.

The 1972 NEA Representative Assembly passed the following resolution (Continuing Resolution 72-44) on "Standardized Tests":

The National Education Association strongly encourages the elimination of group standardized intelligence, aptitude, and achievement tests to assess student potential or achievement until completion of a critical appraisal, review, and revision of current testing programs.

Homosexual teacher sues after school transfer

A Maryland classroom teacher who was transferred to a nonteaching position after his affiliation with a homosexual organization became known to school authorities has filed suit in the U.S. District Court in Baltimore.

Joseph Acanfora III, 22, an admitted homosexual, is seeking reinstatement to his classroom position and attorney's fees.

NEA, the Maryland State Teachers Association, and the Montgomery County Education Association are supporting Acanfora's allegation that he was transferred for "unconstitutionally impermissible" reasons, violating his rights under the Fourteenth Amendment.

"This case raises major constitutional issues concerning the right of all teachers to fair treatment by their employers regardless of private associations or unorthodox beliefs," said James T. Butler, director of NEA's DuShane Emergency Fund. Butler noted that the fund, established to protect the civil and professional rights of educators, "has been consistent in supporting teachers whose classroom effectiveness is not adversely affected by their exercise of constitutionally protected rights to privacy, free expression, political activity, and association leadership."

Acanfora, a resident of Washington, D.C., signed a contract this summer to teach earth science during the 1972-73 school year at Parkland Junior High School in Rockville. On September 26 he received a letter explaining that he was being transferred temporarily from his classroom teaching assignment to a nonteaching position in the Montgomery County Public Schools Department of Curriculum and Instruction. Acanfora has never been given a hearing and his requests for reinstatement to the classroom have been refused.

According to the complaint, articles appearing in Washington, D.C., and New York City newspapers reported that Acanfora, who belonged to a homosexual organization while a student at Pennsylvania State University, had been granted teaching credentials by the Pennsylvania State Secretary of Education.

After he was graduated last June, the university certification council deadlocked on whether he could meet provisions of state law calling for teachers to be of "good moral character." The DuShane Fund financed his appeal to the secretary of education.

TEACHER-TO-TEACHER VISITS

GLARING DEFICIENCIES SEEN IN CHICAGO PUBLIC SCHOOLS

The Chicago Board of Education "has failed to address itself to correcting the glaring educational deficiencies afflicting the city's schools," NEA President Catharine Barrett charged recently after 160 teacher-leaders from across the nation completed a visitation of Chicago public schools.

Mrs. Barrett said Operation Teacher-to-Teacher disclosed frustration and distrust by teachers—frustration with the school board and "distrust of a union that has promised to fight for educational improvements, but, in the final analysis, has failed to deliver." Her reference was to the Chicago Teachers Union, the local unit of the American Federation of Teachers, AFL-CIO.

Assisting in the Chicago project have been representatives of the Illinois Education Association, of the recently formed United Teachers of Chicago (UTC), and of other NEA state and local affiliates.

During their week of person-to-person experience in Chicago, teacher-leaders found rundown buildings that fail to meet fire safety codes, overcrowded classrooms, playgrounds covered with glass and sharp rocks, Mrs. Barrett reported.

"Intimidation has been reported to us that reeked of fear and reprisals if a union teacher were caught participating in a non-sanctioned union discussion," she declared. "We see principals caught in a squeeze—being pressured by the district superintendent to limit teachers' rights to information on one hand, while the Chicago Teachers Union threatened grievance reprisals for those principals who might let teachers talk to representatives of the United Teachers of Chicago."

She added that "we found parents disillusioned and angry at the management of the schools they are being asked to support."

"Certainly, education cannot flourish in such a fear-ridden atmosphere," Mrs. Barrett declared. "Certainly students and teachers are little more than prisoners in many of the city's schools."

Although "hundreds of teachers" expressed a desire to join the local affiliate, UTC, the NEA president said, the most significant result of the visitation was the information gathered on Chicago schools and teachers. Now NEA can assist state and local affiliates "go about the task of helping Chicago's teachers and parents correct what has to be called a miserable situation."

Mrs. Barrett emphasized that NEA has long championed equal educational opportunities for youth, as it has advocated equal opportunities for teachers. She recalled, for example, that NEA has reported to Congress and the nation the widespread demotion and dismissal of black teachers in the wake of desegregation in the South, and has supported legal actions to help scores of black teachers regain their rights.

Increased political clout frequently is the best way teachers collectively can protect their human and civil rights, improve their profession, and upgrade education, Mrs. Barrett noted.

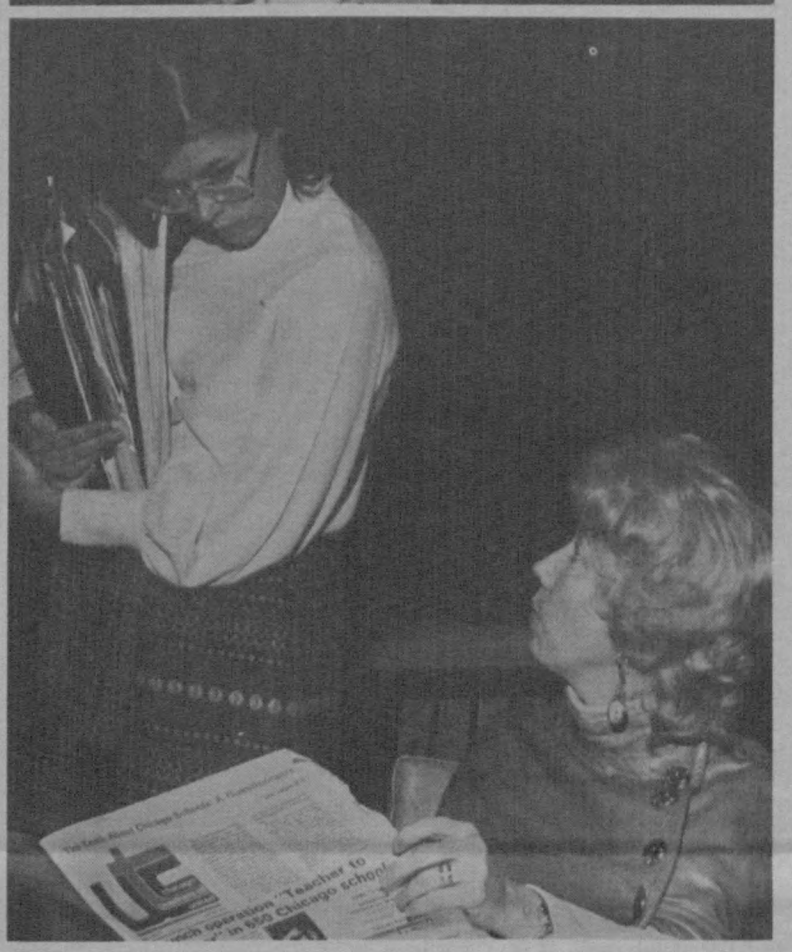
She spoke enthusiastically of joint efforts of the NEA; American Federation of State, County and Municipal Employees; and International Association of Fire Fighters in recent years, conjecturing that this coalition may be the forerunner of an expanded and strengthened movement in the public employee field.

Once teachers have occupational security, once major bread-and-butter issues in their districts are resolved, they can give undistracted attention to teaching and to improving education and their profession, the association leader said. She stressed that teachers today are "refuting the myth that they are militant only when personal pocketbook issues are at stake."

"Money has been—and probably always will be—a prime factor in many teacher strikes," Mrs. Barrett said. "Only with adequate salaries can a district attract and hold excellent teachers, free them from moonlighting jobs that may diminish their effectiveness at school, and give them the financial freedom that nurtures creative teaching."

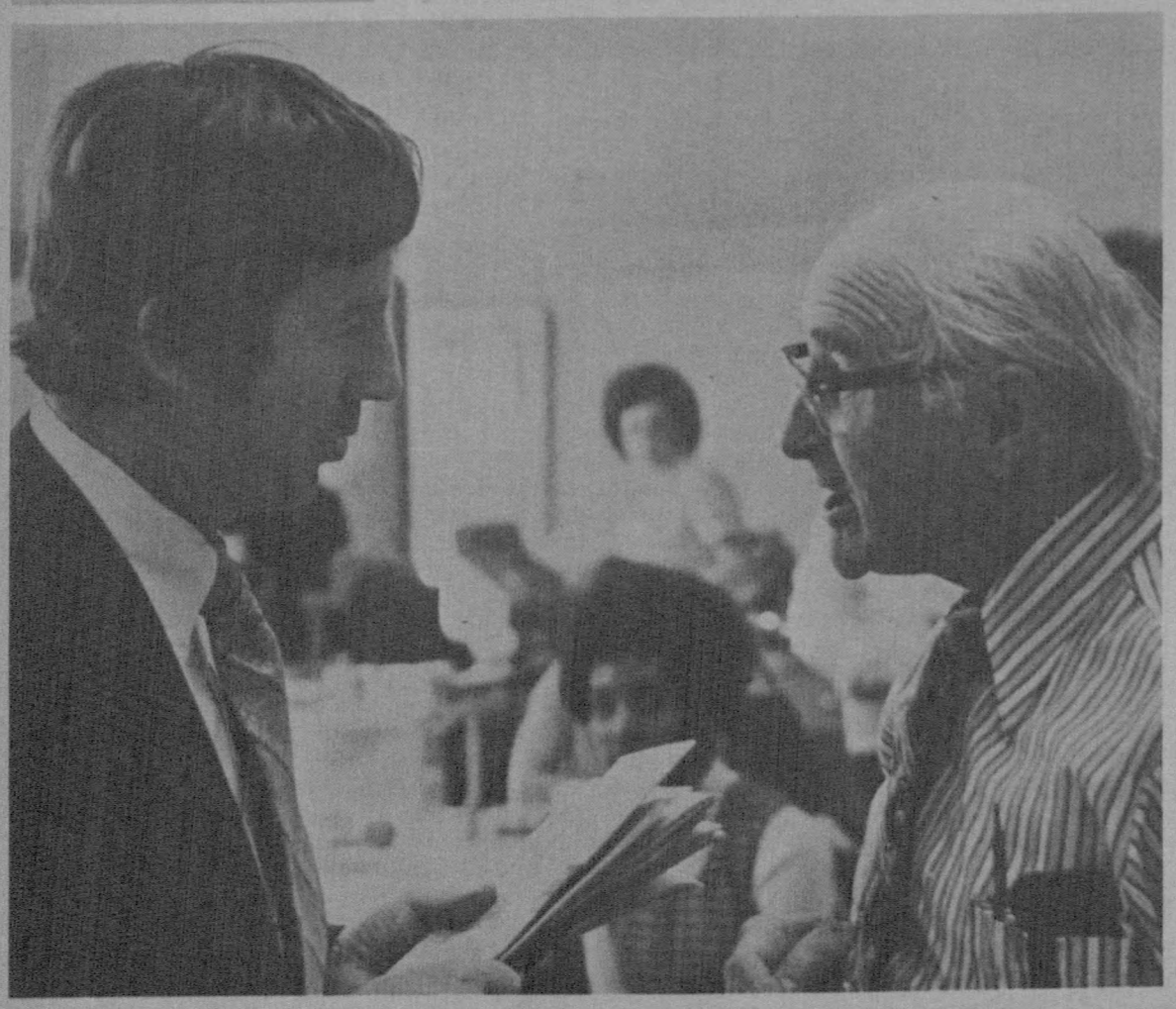
Nevertheless, she continued, the major causes of an increasing number of teacher strikes are such issues as class size, cutbacks of educational programs, teacher evaluation procedures, choice of instructional materials, and freedom from nonteaching duties.

Ramon Huerta, member of the NEA Executive Committee, discusses Chicago's schools with several faculty members.

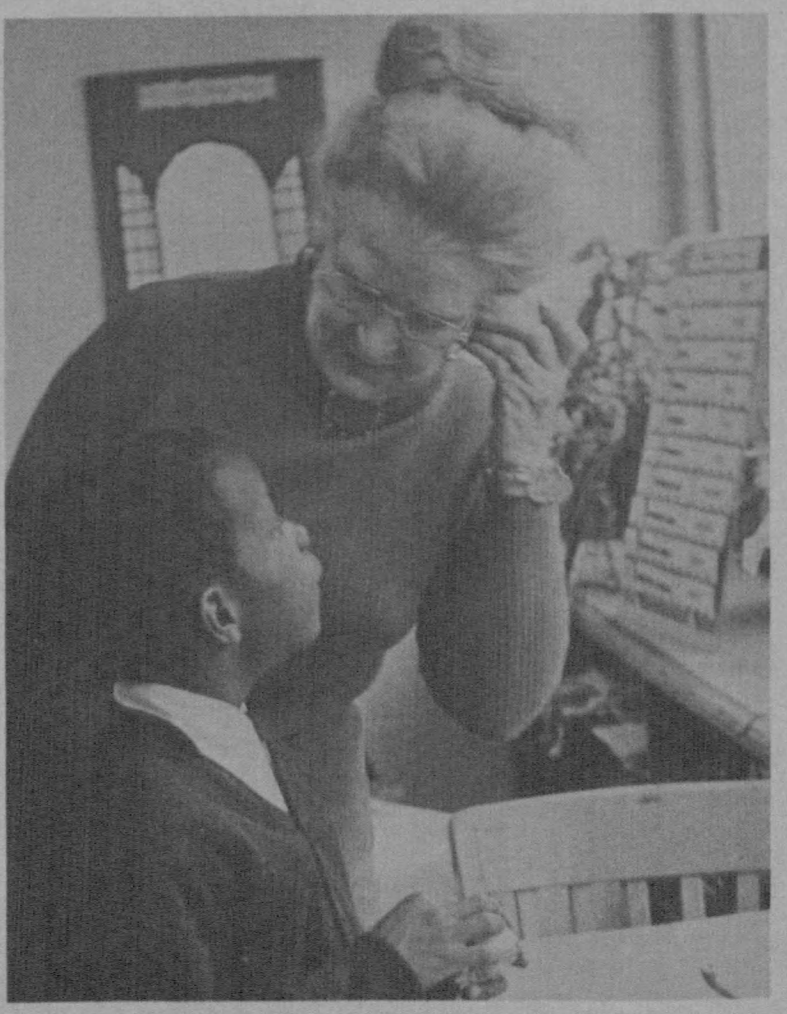


At Phillips High School, NEA Executive Committee Member Roberta Hickman questions a Chicago teacher during the "Teacher to Teacher" visits.

NEA President Catharine Barrett chats with a Chicago schoolboy at Judd Elementary School.



NEA Past President Donald Morrison talks with a teacher at Austin High School in Chicago.



NEA TRAVEL

LUXURY CRUISE TO CANADA AND ALASKA

These five cruises depart from Los Angeles and San Francisco on this schedule:

	Los Angeles Gateway		San Francisco Gateway	
Code	Depart	Return	Depart	Return
PIC-1	June 15	June 29	June 16	June 30
PIC-2	June 29	July 13	June 30	July 14
PIC-3	July 13	July 27	July 14	July 28
PIC-4	July 27	Aug. 10	July 28	Aug. 11
PIC-5	Aug. 10	Aug. 24	Aug. 11	Aug. 25

(You must return to your original gateway city. It is not possible to board in one city and disembark in another.)

Prices: $560 to $1,065, depending upon ship accommodations

Ports of Call: Victoria, Ketchikan, Juneau, Skagway, Lynn Canal (cruising), Glacier Bay, Prince Rupert, Vancouver

These luxury cruises to Canada and Alaska, offered by NEA in 1972, are being repeated by popular demand this summer.

The *Princess Italia,* a beautiful, fully air-conditioned cruise ship, is just the right size for making new friends and has a yacht-like atmosphere. The ship's 400 passengers never feel crowded because there are so many different places to go within the ship's eight decks. There is elevator service on every deck, picture windows in lounges, swimming pool, full-sized theater, nightclub, three dance floors and relaxing bars, Italian service staff, American cruise staff, lovely spacious dining room, beauty and barber shops, duty-free boutique gift shop, medical doctor and registered nurse, ship-to-shore telephone service, and radiogram service.

The cruise staff prove that Italians are the friendliest people in the world. Pampering you is their pleasure in life. The maitre d' arranging a special diet. The waiter who remembers exactly how you like your eggs. The wine steward making a gracious suggestion on the best vintage. The room steward who helps you find your friends on another deck. They all sincerely want you to have a fabulous vacation. And they're experienced enough to make it happen.

All staterooms have private bathrooms with shower and toilet, beds with innerspring mattresses, television, dial telephones, full carpeting, radio and music system, individually controlled air-conditioning, and ample closet space.

The cuisine is not to be believed. There are eye-opening breakfasts; bouillion on deck; appetizing delicacies for lunch such as veal scallopini in marsala wine sauce, croquettes of lobster in shrimp sauce. Elegant cuisine for dinner like royal pheasant casserole baked in champagne, baked prime fillet of beef Wellington with madeira sauce, and desserts such as strawberries Romanoff or baked Alaska.

Four o'clock tea is served in the Grand Salon, and at midnight there is a buffet. This is in addition to pizza in the nightclub and a bowl of fresh fruit waiting in your stateroom when you finally call it a day.

Two days out of San Francisco, this cruise arrives in beautiful Victoria, the "very British" city of tea and crumpets, double-decker buses, and a Parliament building. Next port of call is Ketchikan, "Salmon Capital of the World," in totem pole country. You can walk its board streets or fly by bush plane to fish in one of the nearby trout lakes.

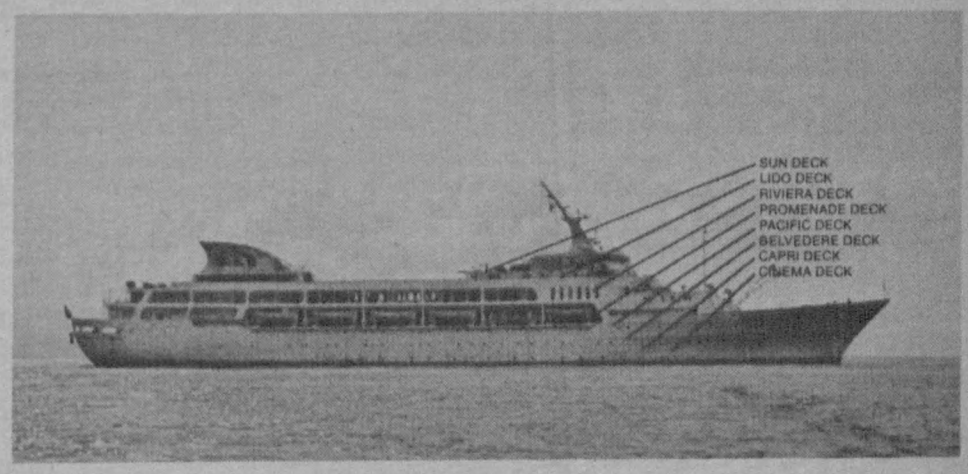
Then on to Juneau, Alaska's capital, where you can ride through a gold mine, see the splendid Mendenhall Glacier, or play golf on fairways of crushed quartz. After Skagway, most northern port of call, you will sail again through a national forest on the Lynn Canal for Glacier Bay, one of the most beautiful places on earth. The 4,400 square miles of Glacier Bay National Monument enclose 16 active tidewater glaciers. Icebergs, cracked from near-vertical ice cliffs, dot the waters of the bay. Glaciers, deep fjords, and snow-topped mountains combine with lush forests and abundant wildlife to create a unique wilderness.

Your next port is Prince Rupert, British Columbia's most northerly seaport and the principal supply center for the lumber and mining industries for British Columbia and Alaska. It is also a center for the Haida Indian culture, with lovely artifacts in abundance.

Last but not least you call on Vancouver, one of the world's most beautiful harbors, surrounded by towering mountains. It is a city of fine shops, Royal Canadian Mounties, and lovely parks.

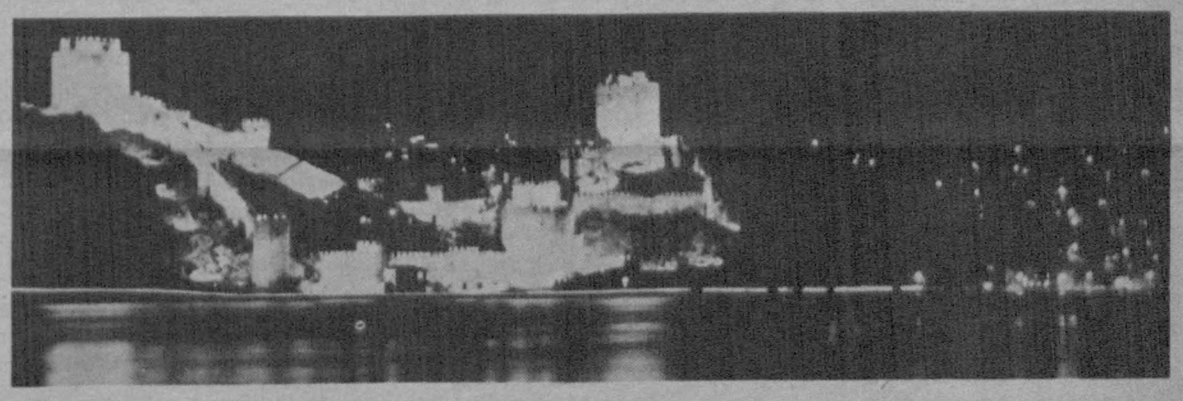
Note: When registering, please give a 1st, 2nd, and 3rd choice of space type selection, space is limited in each category. Shore excursions, such as mentioned above, may be purchased aboard ship. Half-price children fare is available on this cruise.

To apply, complete and mail the application form on page 16 of this issue.



Accommodations on the Princess Italia

Space type N, Belvedere Deck—$560 (inside cabin, upper and lower berths)
Space type M, Pacific Deck—$730 (inside cabin, upper and lower berths)
Space type L, Capri Deck—$910 (outside cabin, upper and lower berths)
Space type K, Capri Deck—$955 (inside cabin, two lower berths)
Space type J, Pacific Deck—$1065 (inside cabin, two lower berths)



THE ROUTE OF ALEXANDER THE GREAT

PATHS OF GLORY TOUR

Code: ALEX
Date: July 3-August 8, 1973
Price $2,095 from New York
Meals: Three table d'hote meals daily outside the USA, per custom of the country
Transportation: via Pakistan International Airlines jet

This 37-day NEA tour retraces some of the routes followed by Alexander the Great during his eastward campaigns. Although the sites of his battles are inaccessible, many historic high points are visited. For variety and interest, some areas not associated with Alexander are also included in the itinerary.

NEA travelers will visit Iraq, Kuwait, Dubai, Iran, Afghanistan, Pakistan, Turkey, and London. They will see Nebuchadnezzar's Procession Street, the Hanging Gardens, and the Lion of Babylon; explore Ninevah, Nimrud, and Arbil, site of Alexander's great battle of 331 B.C. Cruise on the historic Tigris River in Baghdad; fly to the sheikdom of Kuwait for a visit to the Al-Salam Palace, Kuwait Museum, and the Shuwaikh salt water distillation plant, claimed to be the world's largest.

The NEA visitors will get first-hand information on Kuwait's education program by visiting the Ministry of Education and various schools. (Education here is entirely free, including students' food and clothing.)

Also included is an excursion to Persepolis, vast city of Darius and Xerxes. Here the 2,500th anniversary of the founding of the Persian Empire was celebrated recently.

Drive through historic Khyber Pass, where Alexander's army passed. Explore the princely state of Swat, in the romantic Hindu Kush, a mountain chain known in Alexander's time as Paropamisus. Visit Islamabad, Pakistan's capital. Fly to Lahore and linger in the beautiful Shalimar Gardens.

Experience Moenjodaro, "City of the Dead," where stand the ruins of one of the earliest civilizations known to man and one of the most exciting archaeological discoveries of this century, dating from the third millennium B.C.

In Istanbul, thrill to the beautiful Blue Mosque, St. Sophia, Grand Covered Bazaar, and Topkapi Palace, with its newly-opened harem rooms. Afternoon cruise on the Bosphorus to the mouth of the Black Sea.

In Troy, drive along the Aegean Coast to Pergamon for explorations, including the Aesculapium, Acropolis, and Museum, then on the Ephesus to see St. John's Basilica, Virgin Mary's House and the ruins of Ephesus. Stop at Mt. Pagus, where the city built by Alexander can be seen. Then fly via Istanbul to London, where you will have an overnight and free morning before flight home.

Many, many more exciting treats lie in store for participants in the Paths of Glory tour. For complete details see pages 26 and 27 in the summer tour book, *NEA Travel's Passport to the World, 1972-73.* To obtain your copy of this book send in the coupon on page 9.

If you have already decided that this is the NEA tour for you, and would like to reserve space now, complete the application form on page 16 and send it in today with your $200 deposit.

Istanbul at night

NEA travelers can view the Bosphorus, one of the most important waterways of the world, seen here at Istanbul, Turkey, in the dark of night.

Seif Palace in Kuwait

This palace, seat of the Emir of Kuwait, is among the sights included in the NEA tour this summer on the Route of Alexander the Great.

NEA TRAVEL

ORIENTAL HOLIDAY FOR $795

Repeating the most successful tour program of the 1972 season, NEA Travel again offers a value-packed, 17-day program to Tokyo, Hong Kong, and Bangkok (with five days in each city). Four West Coast departures have been added to accommodate members in this area.

The $795 price ($100 less than last year) does not include meals, so participants are free to explore the wide variety of fascinating restaurants available. (A Dine-A-Round Plan can be purchased at additional cost, if desired.)

Eligibility: NEA members (who have belonged to NEA for at least six months prior to departure date of tour) and their immediate families (limited to spouse, dependent children above the junior year in high school, and parents of the member only living in the same household).

Features included in tour price:

- 15 nights and 17 days, with five nights each in Tokyo, Hong Kong, and Bangkok, (OH-14 through OH-17 have an overnight and extra 18th day in Seoul, Korea)
- First-class or deluxe hotel accommodations (with private bath and air conditioning) based on double occupancy
- Round-trip transportation via Trans-International Airlines new DC-10 jet (OH-1 through OH-9) or round-trip transportation via KAL (Korean Airlines) 747 jet (OH-14 through OH-17)
- All sightseeing by deluxe, air-conditioned motorcoach
- Full escort service throughout itinerary
- All transfers
- Baggage handling
- Services of professional guides
- Half-day city tour in Tokyo
- Special home visit with educator in Tokyo for those interested
- Complimentary cocktail party in Tokyo
- New Territories tour in Hong Kong
- Floating Market and Royal Barge tour in Bangkok
- Meals, beverages, and stereo in flight (free movies in flight on OH-1 through OH-9)
- Local taxes and gratuities.

Optional additional tours: The 15 days are left fairly unstructured to enable each person to plan his own itinerary from a list of optional tours, which can be taken at additional cost. A complete list will be furnished upon registration, with added cost of each.

Costumed dancers in Tokyo

NEA Travel's 1973 Oriental Holiday includes five days and nights in Tokyo. NEA travelers may visit Japanese educators' homes as part of the tour.

Boat festival in Hong Kong

NEA travelers also visit Hong Kong, where the sights may include the Dragon Boat Festival, with its races on the calm bays of the Colony.

Dates and departure cities for the Oriental Holiday

Tour	Dates	Departure cities
OH- 1	June 27-July 13	from Philadelphia and St. Louis
OH- 2	July 2-July 18	from New York and Detroit
OH- 3	July 7-July 23	from New York and Columbus
OH- 4	July 12-July 28	from Newark and Kansas City
OH- 5	July 17-August 2	from Philadelphia and Chicago
OH- 6	July 22-August 7	from Boston and Buffalo
OH- 7	July 27-August 12	from Miami and Atlanta
OH- 8	August 1-August 17	from New York and Minneapolis
OH- 9	August 6-August 22	from Baltimore and Chicago
OH-14	June 24-July 11	from Los Angeles
OH-15	July 8-July 25	from Los Angeles
OH-16	July 22-August 8	from Los Angeles
OH-17	August 5-August 22	from Los Angeles

$299 PLUS TAX/SERVICE

FLAMENCO FANTASTIC TOUR

This 16-day NEA tour offers three separate travel plans, each for $299 plus tax and service.

Each plan, A, B, or C, includes seven or eight days in each city, as shown on the maps below.

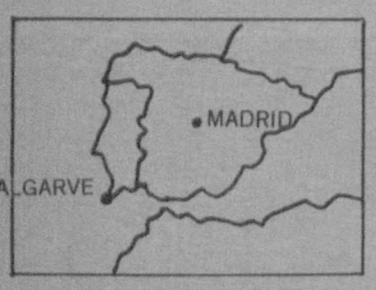
- Accommodations in first-class or deluxe hotels and private villas.
- American-style breakfasts throughout.
- Unstructured holidays—one week in each location on Plan A, B, or C.

Optional tours available through representative at your hotel hospitality desk. Families welcome.

Eligibility: NEA membership of at least six months duration as of time of tour departure is required to participate at the published price. The spouse, dependent children, and parents of the NEA member (residing in the same household) may also participate at the published price. Relatives and friends may participate in these tours by paying higher air fares.

ADDITIONAL NEA TRAVEL PROGRAMS ON PAGES 8 AND 9

This is the only travel program officially sponsored or approved by the National Education Association.



PLAN A

$299 + $30 tax & serv. = $329
from New York on July 2
Baltimore on July 29
Boston on July 29
New York on Aug. 6

$299 + $30 tax and serv. + $69
air supp't = $398 from
Miami on June 17
Atlanta on June 17
Chicago on July 1
Columbus on July 16
Chicago on Aug. 12

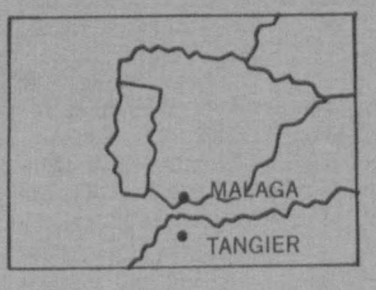
$299 + $30 tax and serv. + $99
air supp't = $428 from
Seattle on June 18
Dallas on June 18
Los Angeles on July 15
Des Moines on July 15
San Francisco on July 30

PLAN B

$299 + $30 tax & serv. = $329
from Washington on June 25
New York on July 22
New York on Aug. 6

$299 + $30 tax and serv. + $69
air supp't = $398 from
Indianapolis on June 24
Pittsburgh on June 24
Chicago on July 9
Minneapolis/St. Paul on July 23
Detroit on Aug. 5
Louisville on Aug. 5

$299 + $30 tax and serv. + $99
air supp't = $428 from
San Francisco on July 8
Portland on July 8



PLAN C

$299 + $30 tax and serv. + $69
air supp't = $398 from
Chicago on July 1
New York on July 1

Application for NEA Travel Reservations

TO: NEA Educational Travel
1201 16th St., N.W.
Washington, DC 20036

Include deposit check for $200 per person for a complete tour or $125 per person for charter flights (transportation only). Please check eligibility requirements for the tour or flight of your choice as described on pages 8-9 or 15-16 of this issue.

Please reserve ..... spaces on .....
(code number tour/flight)

departing on ..... from .....
(date) (city)

For PIC only: ....., ..., ...
(1st choice) (2nd choice) (3rd choice)

Name(s) .....

Address .....

City ..... State ..... Zip .....

Phones: ....
home (please include area code) school

I affirm that I meet the eligibility requirements for the tour/flight of my choice.

Signed .....

Deposit Enclosed $.....

nea reporter

March 1973
Volume 12, No. 2
Washington, D.C.

Published by the National Education Association

DEFENDS TEACHERS

NEA Board launches accountability fight

Acting in defense of victimized teachers and students, the 108-member NEA Board of Directors last month unanimously approved a declaration on educational accountability. The Board also authorized four immediate steps to fight simplistic approaches to accountability in America's schools (see list at right).

The Board action was praised by NEA President Catharine Barrett as "most significant in terms of the real concerns of our membership." She noted that a recent NEA report reveals that "compulsion about accountability in education has reached crisis proportions in at least 30 states and is spreading fast to all 50."

"Teachers nationwide will respond happily to accountability when they become autonomous enough to have a part in shaping standards for certification and in determining curriculum," she declared. "We will be accountable when our knowledge about the needs of youngsters in school becomes a part of planning the total educational structure. Until then, governmental bodies and administrators will have to bear the responsibility. Students and teachers will no longer be victimized by a simplistic approach to a concept that has caught the public fancy."

The NEA Declaration on Accountability states that "public education is in serious trouble. Students who depend upon public institutions for their education are in trouble and teachers who

(See NEA BOARD, page 5)

NEA's attack on simplistic accountability begins with these steps:

(1) A state-by-state analysis of "hard data" to identify where the dangers now exist

(2) Coordination among NEA state and local affiliates to develop an action plan at all levels with positive implications that will place teachers in the leadership role

(3) Investigation of possibilities for initiating legal action challenging misguided accountability rules

(4) Modification of national and state legislation leading to positive programs of accountability for quality education.

Budget cuts, revenue sharing peril school $$

- **NEA dismayed at Nixon "hold-the-line" federal education budget for 1974**
- **Congressional opposition seen to revenue sharing**
- **Failure to renew ESEA may mean "benign neglect" of disadvantaged children**
- **Bill to aid mobile teachers will be introduced soon**
- **NEA President Barrett says teachers should be exempt from any future wage controls**
- **Postcard voter registration pushed**
- **Tax credit bills again introduced in Congress**

President Nixon has submitted a "hold-the-line" $5.2 billion federal education budget for fiscal 1974, along with a revised (downward) 1973 education budget.

NEA reacted with dismay and urged Congress to pass an appropriation for 1973 quickly and to adequately fund school programs for 1974.

Administration-proposed cuts in the 1974 budget are listed as $208 million, compared with the 1973 revised budget, but would actually be closer to $900 million over the two fiscal years. In addition, many of the new funds added to the budget for the National Institute of Education would come from programs formerly funded under the Office of Economic Opportunity, which is slated to be disbanded under the President's new budget.

NEA pointed out that the President has reduced education funds in the previous year's budget by two different means: rescissions, or negative appropriation actions, which request amendments to the appropriation acts already passed by Congress to withdraw unneeded funds; and budget amendments, which involve a downward revision of the President's original fiscal 1973 budget which has not been passed.

Through these two methods, the President has asked for a $126 million decrease in his original 1973 budget proposal, cutting back programs in Indian education, higher education, education professions development, educational development (career education), Title I ESEA (for educationally deprived

(See SCHOOL $$, page 10)

LEADERS LOOK AHEAD

Con Con proposals rejected by majority

nea CONSTITUTION and BYLAWS
OFFICIAL BALLOT

(Please read instructions before voting.)

The Constitution and Bylaws proposed by the 1972 NEA Representative Assembly shall be adopted.

YES **163,592** NO **230,446**

NEA members voted to reject a proposed new constitution and bylaws that would have made the most far-reaching changes in the Association since it was established 116 years ago, President Catharine Barrett announced last month.

Results of the mail balloting, conducted by an independent firm, were 163,592 for the proposals and 230,446, or about 58 percent, against. NEA now operates under a charter from Congress and bylaws.

Seventeen states gave a majority vote for the ratification of the proposals. To win approval, the proposed constitution and bylaws had to (1) receive a "yes" vote from a majority of all NEA members who voted, and (2) be approved by a majority of voting NEA members within each of at least 27 state affiliates. Thus 10 more states would have had to be in the "yes" column to meet the second condition for passage.

Mrs. Barrett and Gene R. Duckworth of Mt. Pleasant, Mich., chairman of the Constitutional Convention and an NEA board member, noting the deep personal involvement of many NEA leaders and members in the referendum campaign, issued a joint call to national unity within the organization.

A complete tally of the Con Con vote, state by state, appears on page 3.

"This is the hour for leaders to come forward and take up the challenge, for those who have disagreed to come together to search for agreement," they said.

The problems that the organization faces would not have been solved with passage of the proposals, nor will they be eliminated by its defeat, Mrs. Barrett and Mr. Duckworth noted. They pointed to the possible dangers of becoming too preoccupied with structure, and diverting attention and resources to it instead of the people it was designed to serve.

"On the other hand, change will continue to occur and we must adapt NEA to meet the needs of the membership as it moves into the future," they added. They emphasized that leaders and members must begin now to look toward the annual meeting of the 8,000-member Representative Assembly in Portland, Oreg., this summer as the opportunity to make

(See CON CON, page 3)

opinion interpretation

Telling the schools' story to Congress

A couple of weeks ago, a midwestern Congressman called NEA Government Relations to report a large volume of mail from educators in his district who supported substantial increases in federal aid to schools. He was glad to have this mail, he said, because he's "with us 100 percent." But he made the interesting observation that teachers were the only people writing him to propose more federal education appropriations.

A few days later, H. D. Reed, general counsel for the House Education and Labor Committee, told a Washington audience that Congressmen are much more likely to heed the admonitions of teachers if the teachers show that they (1) understand the issues thoroughly (2) have actively sought public support for increased federal aid.

In today's political climate, Reed said, constituent mail from the general public deals more with property tax relief and busing than with support of programs to improve education. This, Reed said, points up the need for better local school public relations.

He underscored that teachers and the community must know where the federal dollars are and how they are being used.

Here's a quick checklist to start with in building the case for more federal funding. The information you need is available from public sources: your local and state education agencies.

- Is there an ESEA Title I program operating in your schools to improve the education of the disadvantaged?
- If there is a Title I program, how many children are served, and how much money is available for it?
- Is there a Head Start program for preschool children operating in your school or anywhere in your school system?
- Is your school receiving textbooks, instructional materials, or library resources under Title II of ESEA?
- Is your district buying instructional equipment (audiovisuals or lab equipment) under Title III of the National Defense Education Act?
- Is your school system receiving impact aid money (school assistance in federally affected areas)? What percentage of your district's budget does impact aid represent?
- Does your school system operate federally funded regular or demonstration programs in vocational education?
- Has your system applied for or received funds for handicapped, bilingual, or adult education?
- Has your school district applied for or received funds for innovative programs under Title III of ESEA?
- Does your state legislature or local government plan to use general revenue sharing funds *currently available* for public education? If so, how much, and for what purposes?

> "Teachers and the community must know where the federal dollars are and how they are being used."

The answers to these few questions alone will give you a pretty good idea of how federal funds are affecting you, your schools, and your students. This information can help you answer the hard-nosed questions your Congressmen and Senators will (and should) ask:

- Are the federal dollars your district receives actually helping to improve education in your schools?
- Wht would happen if those federal dollars were cut back?
- What would happen if those federal dollars were multiplied?
- Do the people in your community want more federal aid, even if it meant higher federal taxes?
- Who opposes federal aid in your community, and why?

The NEA Representative Assembly has called for a full one-third federal share of school financing—an increase from the present eight percent. NEA believes this increase, properly applied, would enrich educational opportunities for all children, improve the lot of teachers, and help remove gross inequities in taxation which have aroused public resistance to increased school spending.

Adequate school financing is a major NEA goal. Each member can make an incalculable contribution to its attainment by becoming fully informed, promoting the value of improving the schools with federal help, and by conveying hard facts to the Members of Congress.

NEA-backed Equal Rights Amendment now ratified by 28 states

To date 28 states have ratified the NEA-supported Equal Rights Amendment (ERA), which will guarantee women full protection of the Constitution if ratified within seven years by the legislatures of three-fourths (38) of the states. ERA was passed by Congress and sent to the states last March.

With 28 ratifications recorded in the first year and only 10 more states to go, an early victory might seem assured. But ERA proponents, who were openly optimistic six months ago, now are guarded in predicting how long ratification will take.

Early ratification has been sidetracked by the unexpected maneuvers of organized anti-ERA groups including HOW (Happiness of Women); Stop ERA Committee; the Phyllis Schlafly crusade; such strange bedfellows as John Birchers, the Communist Party, and the Ku Klux Klan; and in some states the AFL-CIO.

Defeat in doubtful states such as Utah and Virginia did not surprise ERA workers, but they were stunned by Montana's failure to ratify. There, ERA cleared the House only to be tabled in the Senate after several tie votes. A surprise onslaught of opposition recruits brought in by the busload is said to have changed the vote. Meanwhile, attempts are afoot in other states to rescind ratification.

But equal rights advocates are not taking such setbacks lying down. Kansas-NEA effectively fought reversal in that state. In Montana proponents are hard at work to get the measure back for another vote, and in Vermont, where ERA failed last year, supporters have succeeded in having it ratified this year.

At the national level the ERA Ratification Council, a coalition of 26 national groups, is spearheading the ratification effort. Chairman of the Washington-based council is Mary C. Gereau, NEA senior legislative consultant. She is working closely with NEA members in many states where the effort is being intensified as the issue becomes more acute.

"All-out support is needed," says Mrs. Gereau, "to assure that ERA will become the 27th Amendment to the Constitution, and lobbying is essential." She urges members to contact state legislators in person and by mail, to form broad coalition groups, to testify at hearings, and to make the facts known.

For further information, contact Mrs. Gereau at NEA Government Relations.

INDIANAPOLIS
The All American City

where teachers care!

Indianapolis teachers ask donations to strike fund

Indianapolis teachers—forced to strike last October—are now in a financial bind. Though the settlement of the strike was a victory through "a just and reasonable settlement," the teachers had to pay "a high and unreasonable price" in fines and excessive bail, according to Indianapolis Education Association leaders.

A total of 122 were arrested off the picket line and held for $3,000 bail each. The United Teaching Profession posted bond at a cost of nearly $40,000.

In addition, some 2,000 teachers who took part in the strike have been fined $35 apiece.

As a result, IEA is asking members of the teaching profession to help. In an appeal to colleagues, IEA said, in part:

"Be a part of the winning of basic rights for teachers and better schools for children in Indianapolis. You cannot join us on the picket lines or in the jails of this 'All American City.' But you can help your colleagues and be a vital part in showing the people of our state that a United Teaching Profession stands together against all intimidation."

IEA will send a metal lapel pin (similar to the design above) to every contributor of $5 or more. Send contributions to: Indianapolis Education Association—Special Account, 6700 East 30th St., Indianapolis, Ind. 46219.

Ideas sought on teacher education

NEA's Committee on Practitioner Involvement in Teacher Education is asking members to help it gather information on the following questions (please respond c/o the NEA President's Office, at NEA Center):

- As a practitioner, have you been involved in any teacher education programs? How?
- At what levels, areas, or dimensions of initial teacher preperation should practitioners be involved?
- What form should practitioner involvement take?
- How should in-service education and initial teacher preparation be related?
- What problems in teacher education have you found?
- Tell us of any specific teacher education programs that heavily involve practitioners.
- What is your number one recommendation for the NEA Representative Assembly relative to teacher preparation?

nea reporter

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EDPRESS

Con Con proposals rejected . . .

(Continued from page 1)

such changes in the bylaws as needed to keep NEA a vital, effective organization.

If adopted, the new organizational blueprints would have resulted in a massive restructuring of the association. NEA would have become the first major institution to change its method of operation by constitutional convention.

The documents would have replaced the 108-member Board of Directors with a 30-member board, provided that directors be elected from five large regions rather than state by state, eliminated the Executive Committee, expanded the role of classroom teachers in the organization, had state and local affiliates decide whether to admit school administrators to membership (but exclude all educators who negotiate for school boards).

The constitution and new bylaws would also have extended the terms of the president and other top officers, guaranteed representation of ethnic and racial minorities on NEA boards and committees—and as NEA president within a specified time, and required that three-fourths of the members in the national affiliates and associated organizations also belong to NEA.

The task of changing NEA's organizational structure has been under way since 1969, when the Representative Assembly authorized a Constitutional Convention Committee. Mrs. Barrett, then a Syracuse, N.Y., classroom teacher, was chairman of that committee.

The committee's recommendations and schedule were accepted by the assembly in 1970. Then followed hearings across the country; a three-week meeting of the 484-member Constitutional Convention at Fort Collins, Colo., chaired by Duckworth; dissemination of the draft constitution and new bylaws to all members of NEA; consideration of the thousands of pro and con responses; revision of the draft by the reconvened Constitutional Convention in Minneapolis; and approval of the documents by the Representative Assembly in Atlantic City in June 1972 by a vote of 4,154 to 2,175.

Mrs. Barrett termed the mammoth mail balloting that culminated this effort "a refreshing example of grassroots democracy in action." "By polling every member, the nation's largest professional association is following the New England town hall tradition of personal participation in deciding important issues," she said.

The referendum, virtually worldwide since it included American teachers in more than 70 nations, was the largest teacher referendum and one of the most extensive nongovernmental elections ever held in America.

Mailing control and tabulation of the ballots was performed by Price Waterhouse & Co., one of the country's largest accounting firms, through its Washington, D.C., office. Ballots were mailed to all NEA members—more than a million—last November.

Extensive security measures, including electronic sensing devices, microfilming, fireproof safes, and round-the-clock surveillance of the tabulation, were used, according to Ellen Feaver, Price Waterhouse audit manager.

Marked ballots rejected by the computers for irregularities and other questioned ballots were considered by a special challenge committee composed of teachers and headed by Duckworth.

State-by-state vote on Con Con proposals

STATE	Number of regular ballots tabulated Yes votes	No votes	Number of challenge ballots tabulated Yes votes	No votes	Total number of ballots tabulated Yes votes	No votes
Alabama	1,264	2,795		2	1,264	2,797
Alaska	463	720	1	2	464	722
Arizona	2,034	3,417	13	18	2,047	3,435
Arkansas	624	1,562	2	3	626	1,565
California	10,218	29,515	201	53	10,419	29,568
Colorado	4,743	1,561	28	10	4,771	1,571
Connecticut	1,287	10,084		13	1,287	10,097
Delaware	454	1,309	2	2	456	1,311
District of Columbia	150	218	1		151	218
Florida	4,658	3,131	1	5	4,659	3,136
Georgia	448	6,011	3	38	451	6,049
Hawaii	1,367	594	3	1	1,370	595
Idaho	420	2,361	4	4	424	2,365
Illinois	12,385	4,135	42	17	12,427	4,152
Indiana	2,846	3,319	2	4	2,848	3,323
Iowa	3,300	5,739	10	14	3,310	5,753
Kansas	2,573	5,769	5	21	2,578	5,790
Kentucky	1,798	7,321	3	16	1,801	7,337
Louisiana	811	283			811	283
Maine	796	3,887	1	2	797	3,889
Maryland	3,935	1,820	9	1	3,944	1,821
Massachusetts	1,774	7,235	2	6	1,776	7,241
Michigan	16,803	4,622	50	3	16,853	4,625
Minnesota	6,405	4,200	22	7	6,427	4,207
Mississippi	873	229	18	5	891	234
Missouri	3,566	4,319	6	29	3,572	4,348
Montana	376	3,342		1	376	3,343
Nebraska	805	3,065	1	3	806	3,068
Nevada	938	768	3	4	941	772
New Hampshire	436	1,130			436	1,130
New Jersey	2,220	27,869	2	68	2,222	27,937
New Mexico	1,542	1,896	6	4	1,548	1,900
New York	15,175	3,323	25	7	15,200	3,330
North Carolina	1,753	5,661	3	6	1,756	5,667
North Dakota	158	1,636		4	158	1,640
Ohio	3,860	3,654	2	1	3,862	3,655
Oklahoma	1,195	1,812			1,195	1,812
Oregon	2,198	4,515	2	2	2,200	4,517
Overseas Education Assn.	613	569	2	5	615	574
Pennsylvania	18,595	5,563	36	6	18,631	5,569
Puerto Rico	93	200	1	1	94	201
Rhode Island	429	1,040			429	1,040
South Carolina	1,582	3,489	1	8	1,583	3,497
South Dakota	773	544			773	544
Tennessee	1,615	6,322	2	10	1,617	6,332
Texas	3,576	14,266	13	36	3,589	14,302
Utah	2,505	3,193	2	2	2,507	3,195
Vermont	101	1,240		2	101	1,242
Virginia	3,585	4,499	192	280	3,777	4,779
Washington	6,600	3,905	7	11	6,607	3,916
West Virginia	1,130	6,496	1	9	1,131	6,505
Wisconsin	4,636	2,056	3		4,639	2,056
Wyoming	372	1,488	3	3	375	1,491
TOTALS	162,856	229,697	736	749	163,592	230,446

Number of Yes votes required for ratification 197,020
Number of Yes votes tabulated 163,592

Number of states, showing a majority of Yes votes, required for ratification 27
Number of states showing a majority of Yes votes 17

Accidental Death and Dismemberment insurance improved for NEA members

Two major improvements in NEA's popular group accident insurance (Accidental Death and Dismemberment) went into effect on March 1. The death benefits for accidents in common carriers have been increased from $100,000 to $120,000. The death benefit for accidents other than automobile or common carrier was increased from $12,500 to $20,000. (The $30,000 death benefit for private automobile-caused accidents stays the same.)

These increases are provided without an increase in the basic $19 per year cost of the policy. The increased benefits apply to all policies currently in force. The Prudential Insurance Company, the program's underwriter, is mailing certificate riders to all presently insured members.

A new optional disability benefit paying $500 a month after a 26-week waiting period for up to ten years but not past age 65 for accident-caused disability is now available at an additional four dollars per year. Members under age 60 may add the disability coverage to their basic AD&D policy. The basic accident and dismemberment protection without the disability provision may be continued at the $19 annual rate.

NEA Special Services is mailing detailed information and applications for enrollment to all NEA members of record. Additional enrollment forms may be obtained by contacting NEA Special Services at NEA Center.

Arnold W. Wolpert, NEA Special Services, said: "These improvements make NEA's high-value, low-cost AD&D program even better. We believe it is the outstanding accident-insurance program available in America. This is made possible by NEA's mass purchasing and merchandising power, by the nonprofit operation of NEA's Special Services programs, and by the ever increasing popularity of the program among teachers which spreads the risk and cuts the cost."

NEA CONFEREES PROBE CAUSES OF CONFLICT WITHIN TODAY'S SCHOOLS

Today's students are different from those of the early 1960's, and conflict is the major problem in the average American school. Yet, suspension and expulsion of the students who actively protest the traditional educational mode or racism, sexism, and elitism of our society are the worst possible methods educators can use to lessen their conflict with students. Equally as ineffective and dehumanizing to the young people is the schools' maintenance of general courses and special education classes as dumping grounds for minority students and students with so-called behavioral problems.

These ideas were the focus of NEA's Eleventh National Conference on Civil and Human Rights, held in Washington, D.C., last month. Some 700 teachers, students, administrators, parents, and representatives of community, civil rights, and governmental agencies attended.

The conferees learned about and acquired more respect for today's aware, purposive, and militant or withdrawn students. They also developed recommendations for reducing interracial, intergenerational, and interrole conflict in the schools.

Conference theme was *Student Displacement / Exclusion: Violations of Civil and Human Rights.*

Arthus Thomas, director of the Study of Student Citizenship, Rights, and Responsibilities, of Dayton, Ohio, gave the keynote speech. He discussed the student who doesn't care about education or about graduation. The serious teacher must find a way to reach this student to teach him needed skills, and this way, Dr. Thomas said, is by loving, trusting, and respecting him. "If this is done, the problem of student rights will be easily resolved, as educators will then be dealing with students as human beings."

Michele Russell, program officer for the Cummings Foundation, Detroit, analyzed today's educational system in terms of the citizens it is producing for the future.

By carefully defining the "terms of participation" in education, the schools teach "white students to remain children and the Black students to become criminals," Ms. Russell said. The schools present white students with an increasingly regimented, stratified, and accelerated curriculum that keeps them in the school's custody and out of the labor market for a longer period of time. These students, who experience isolation and a receding structural relationship to society, Ms. Russell said, find their identity and worth as "youth" in nonproductive, metaphysical areas.

Leon Hall, director of the School Desegregation Project, Southern Regional Council, Atlanta, spoke before the forum about "Involuntary Exit from the Schools." He addressed himself to today's high school students who spend nine months a year in the eye of the desegregation storm, daily confronting racism, and convinced that they're not going to take any "stuff." These are the minority youngsters who were "A" and "B" students in formerly Black schools and who now attend desegregated, formerly white schools. They are displaced as an immediate reaction to forced desegregation.

Recommendations

Comprehensive reports were made to the conferees by reporters from each forum and from the Student Caucus. Recommendations called for, among other things, an NEA conference by, for, and about students; elimination of the practice of expelling and suspending students; integration of drug education, student rights, and human relations training into the public school curriculum; requirement of human relations training for all teachers; and establishment of student advisory councils and alternative schools for force-outs.

Julian Bond, member of the Georgia state legislature, urged the conferees to stop minority student displacement and abuse by tackling the problems from the top—through politics. Critics say that "schools make a poor society—change the educational system and the system of government changes." Actually, Bond said, "the reverse is true." There is little evidence that anyone in public life cares about education, he said, and when education is an issue at the local level "it is from the negative standpoint—the issue is busing and how to prevent cultural education from occurring."

Lauri Wynn, chairperson of the NEA Official Black Caucus, was one of four caucus chairpersons to address the conference. They spoke about the need for all minority groups in NEA to organize, to keep their own and common interests clearly in mind, and pursue their programs actively and continuously in NEA.

Arthur Thomas, director of the Study of Student Citizenship, Rights, and Responsibilities, of Dayton, Ohio, characterized the student who is more likely to be suspended or expelled from school. Such a student, he said, cannot be coerced, bullied, or tricked into learning in order to graduate—he doesn't care about graduation.

John Aragon, director of the Cultural Awareness Center of the University of New Mexico, spoke about alienation in the schools. He told of the culturally different student who is often forced out of school by well-meaning but culturally deficient teachers. The school curriculum and the culture it represents totally reject the language, diet, costuming, social patterns, and ethics that minority children bring to school, he said, and produce crippling alienation among these students.

The 700 conferees worked in study groups during part of the three-day meeting.

NEA Board OKs attack on simplistic accountability

William M. Mondale, of Minnesota, presents the accountability proposals to the Board. At left, NEA President Catharine Barrett.

(Continued from page 1)

staff these institutions are in trouble as well. This trouble is most manifest in the demand for accountability. In fact, schools are in an accountability crisis."

NEA places much of the blame for the accountability crisis on the faulty belief that the nation's schools can be run, like industry, by economists. "Dollars in and a visible and measurable product out are the criteria of many of the accountability measures being placed on schools today," the statement says. "These may be appropriate for an industry that produces paper clips or cans of soup, but are hardly responsible measuring devices for determining the effects of schooling on students."

The statement and proposals on accountability were presented to the board by William M. Mondale, chairman of NEA's Committee on Educational Accountability and president-elect of the Minnesota Education Association. He likened the dangers of misused accountability to the wage-price freeze that victimized teachers unfairly last year. He believes that prompt and decisive action by NEA can be as effective as it was in that crisis.

Mondale said: "As long as thousands of kids are being pushed out of school because administrators are unwilling to deal with their problems—as long as noneducators are imposing their incomplete concept of accountability—NEA must work for its members and for the children they teach and insist upon complete, not partial, accountability."

NEA's action-oriented accountability program calls for a field steering committee and an internal NEA staff task force as requested by a recent nationwide educators' conference sponsored by NEA's Instruction and Professional Development specialists.

Mondale has taken a personal interest in the accountability crisis. He has appeared in recent months before state, regional and national groups; he points to stands against the misuse of accountability by the NEA Executive Committee, as well as the Board of Directors, the National Council of State Education Associations, and the NEA North Central Regional Advisory Council.

Other Board actions

At its February meeting, the NEA Board also:

- Voted support and continued NEA legal assistance to striking St. Louis teachers. (St. Louis teachers were back in the classroom by February 20, having won an immediate salary increase of $200, with an additional $800 promised for next September. The teachers also won a number of improvements in a number of fringe benefits.)
- Urged state and local NEA affiliates to join with NEA in providing funds for the relief of teachers in Nicaragua, who have suffered from the recent earthquake disaster. **Contributions may be sent to the NEA Office of International Relations, at NEA Center, for transmittal to the teachers.** The Board approved a $500 NEA contribution to the Nicaraguan teachers.
- Honored former NEA Executive Secretary William G. Carr upon his retirement as president of the World Confederation of Organizations of the Teaching Profession.
- Paid tribute to the memory of former President Lyndon B. Johnson, first recipient of NEA's Friend of Education Award.

Board members also spend time on the program budgeting concept and NEA's program budgeting system. They heard a report from the Citizens Committee on Population and the American Future, and went on record as supporting the United Nations and assistance to teachers on the international level through the UN.

NEA Board members Joseph F. D'Andrea of Pennsylvania (above) and Donald Blakeslee of Wyoming (below) spoke up during a presentation by Thomas Glennan, director of the National Institute of Education. The NEA Board members urged that teachers at the local level be involved in NIE research and development efforts. D'Andrea objected to government funds going to support corporate interests at the expense of school children. Blakeslee reminded the NIE director that the teachers of America can work successfully at the conceptual level needed to assist and advise government.

A look ahead to 1974-75 goals

Prior to the meeting of the full NEA Board, members of its Committee on Planning and Organizational Development met to begin work on NEA 1974-75 goals. The goals will be presented for adoption at the Portland meeting of the NEA Representative Assembly. Shown above are: (seated, left to right) Lynn Roseboro, Student NEA representative; Hazel Petrocco, of Colorado; Donald Blakeslee, NEA Executive Committee liasion; and Frances Carnochan, of New Jersey; (standing, left to right) NEA Treasurer Nelson L. Kreuze, Program and Budget Committee liaison; and Committee Chairman Joseph F. D'Andrea, of Pennsylvania. CPOD is also preparing a major report on Local-State-National Relationships.

professional calendar

March 30-April 3—Nat'l convention, Nat'l Science Teachers Assn., Detroit.

April 2-7—Annual convention, American Industrial Arts Assn., Atlantic City.

April 4-7—Annual convention, Nat'l Assn. of Women Deans and Counselors, Cleveland, Ohio.

Regional social studies conferences, Nat'l Council for the Social Studies: **April 4-7**—New England, Boston (with affiliated councils in the New England area); **April 5-7**—North Carolina, Durham (with North Carolina Council for the Social Studies); **April 20-21**—Oklahoma, Tulsa (with the Oklahoma Council for the Social Studies).

April 8-13—Nat'l convention, Assn. for Educational Communications and Technology, Las Vegas.

Area conferences, Nat'l Retired Teachers Assn.: **April 9-12,** NRTA Area V, VI, and VII, St. Louis; **April 30-May 3**—NRTA Area I and II, New York City.

April 14-19—Nat'l convention, Nat'l Assn. of Elementary School Principals, Detroit.

April 16-19—Annual convention, Assn. for Educational Data Systems, New Orleans.

April 29-May 2—Nat'l clinic, Assn. of Teacher Educators, DeKalb, Illinois.

June 17-July 11—Flying Seminar to England, American Assn. of Elementary-Kindergarten-Nursery Educators, departs JFK airport, New York.

June 25-30—Nat'l conference, Nat'l Council of Urban Education Assns., Portland, Oregon.

June 24-29—Annual conference, American Library Assn., Las Vegas.

June 29 (evening)-July 6—Annual convention, Nat'l Education Assn., Portland, Oregon. Two days (June 30-July 1) will be devoted to sessions on Critical Issues in Education.

July 11-20—Nat'l convention and institute, Nat'l Assn. of Educational Secretaries, Salt Lake City.

August 1-3—10th Nat'l Study/Action conference, American Assn. of Elementary-Kindergarten-Nursery Educators, Atlanta, Georgia.

Regional meetings, Nat'l Council of Teachers of Mathematics, **August 16-18,** Fargo, North Dakota; **August 22-25,** Fort Worth Texas.

August 12-16—Summer workshop, Assn. of Teacher Educators, Athens, Georgia.

FLAMENCO FANTASTIC SUPER VALUE TOUR

Flamenco Fantastic offers three 16-day plans from which to choose—each at $299 plus tax and service. Each plan—A, B, or C—includes seven or eight days in each city as indicated on the maps below. Code number for Flamenco Fantastic is FF.

The tours include:

PLAN A

$299 + $30 tax & serv. = $329 from New York on July 2 (FF-4)
Baltimore on July 29 (FF-6)
Boston on July 29 (FF-6)
New York on Aug. 6 (FF-8)

$299 + $30 tax and serv. + $69 air supp't = $398 from
Miami on June 17 (FF-1)
Atlanta on June 17 (FF-1)
Columbus on July 16 (FF-7)
Chicago on Aug. 12 (FF-5)
New York on July 11 (FF-18) (15 days)

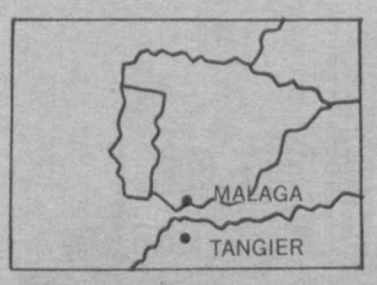
$299 + $30 tax and serv. + $99 air supp't = $428 from
Seattle on June 18 (FF-2)
Dallas on June 18 (FF-2)
Los Angeles on July 15 (FF-9)
Des Moines on July 15 (FF-9)
Oakland on July 30 (FF-3)

PLAN B

$299 + $30 tax & serv. = $329 from New York on Aug. 18 (FF-19) (15 days)
Wash., D.C. on June 25 (FF-16)
New York on July 22 (FF-15)
Atlanta on June 25 (FF-16)

$299 + $30 tax and serv. + $69 air supp't = $398 from
Indianapolis on June 24 (FF-10)
Pittsburgh on June 24 (FF-10)
Chicago on July 9 (FF-13)
Minneapolis/St. Paul on July 23 (FF-14)
Detroit on Aug. 5 (FF-11)
Louisville on Aug. 5 (FF-11)

$299 + $30 tax and serv. + $99 air supp't = $428 from
Oakland on July 8 (FF-12)
Portland on July 8 (FF-12)



PLAN C

$299 + $30 tax and serv. + $69 air supp't = $398 from
Chicago on July 1 (FF-17)
New York on July 1 (FF-17)

Eligibility: NEA membership of at least 6 months duration prior to departure date. Members of the immediate family (limited to spouse, dependent children, and parents of the NEA member residing in the same household) are also eligible. Other relatives and friends may accompany NEA members at additional cost.

SUMMER 1973 NEA CHARTER FLIGHTS

Schedule of NEA charter flights, 1973

Charter Code	No. Days	Depart	Return	City	Round-Trip Airfare
CW-21	36	June 18	July 23	Minneapolis-Amsterdam-Minneapolis	$235
*CW-22	16	June 28	July 14	Newark-Amsterdam-Newark	$176
CW-23	43	June 19	July 31	St. Louis-Amsterdam-St. Louis	$244
CW-24	43	June 20	Aug. 02	New York-Madrid/Amsterdam-New York	$199
CW-25	57	June 21	Aug. 16	Detroit-Amsterdam-Detroit	$232
CW-26	63	June 21	Aug. 23	Chicago-Amsterdam-Chicago	$247
CW-27	29	June 25	July 23	New York-Frankfurt/Amsterdam-New York	$211
CW-28	29	June 27	July 25	Hartford-Amsterdam-Hartford	$207
CW-29	34	June 27	July 30	Los Angeles-Madrid/Amsterdam-Los Angeles	$311
CW-30	58	June 27	Aug. 23	New York-Amsterdam-New York	$217
CW-31	32	July 09	Aug. 09	Seattle-Amsterdam-Seattle	$285
CW-32	37	July 02	Aug. 08	Chicago-Madrid/Amsterdam-Chicago	$239
CW-33	22	July 02	July 23	Baltimore-Amsterdam-Baltimore	$211
CW-34	28	July 03	July 30	Philadelphia-Frankfurt/Amsterdam-Philadelphia	$211
CW-35	24	July 03	July 25	Detroit-Amsterdam-Detroit	$224
CW-36	50	July 05	Aug. 23	Philadelphia-Amsterdam-Philadelphia	$225
CW-37	37	July 11	Aug. 16	Chicago-Athens-Chicago	$337
CW-37A	37	July 11	Aug. 16	New York-Athens-New York	$297
CW-39	29	July 10	Aug. 08	Indianapolis-Amsterdam-Indianapolis	$231
CW-42	32	July 17	Aug. 17	Boston-Amsterdam-Boston	$199
CW-43	24	July 24	Aug. 16	New York-Geneva/Amsterdam-New York	$209
CW-44	22	Aug. 02	Aug. 23	Chicago-Amsterdam-Chicago	$224
CW-45	27	Aug. 02	Aug. 28	New York-Amsterdam-New York	$199

*This flight only via Martinair DC-8 Jet. All other flights via World Airways 747 and 707 jet aircraft.

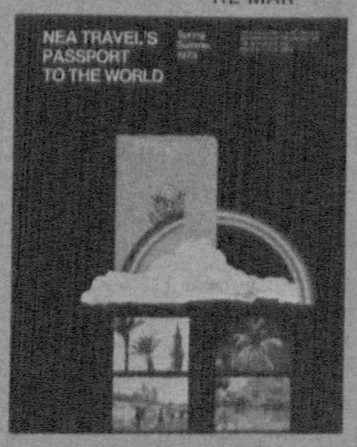
Eligibility: The Civil Aeronautics Board (CAB) requires NEA membership six months prior to flight departure date. Members of the immediate family of the NEA member (limited to spouse, dependent children, and parents of the member residing in the same household) are also eligible. Brothers, sisters, cousins, friends, etc., are NOT eligible under CAB regulations.

To: NEA Educational Travel
1201 16th Street, N.W.
Washington, DC 20036

RE-MAR

Please send:

☐ *NEA Travel's Passport to the World, Summer 1973,* illustrated summer travel book containing day-by-day itineraries of tours all over the world, and a list of charter flights to Europe for transportation only.



PLEASE PRINT AND INCLUDE ZIP CODE

Name .....

Address .....

City ..... State ..... Zip .....

SUMMER 1973 NEA TOURS

Tours described with (B) indicate budget-class hotels. All other tours are first-class or deluxe. Academic credit is available on most NEA tours. See inside front cover of book (coupon this page). All prices are based on 1972 tariffs and exchange rates. Tours marked with an asterisk are timed for the NEA Convention.

EUROPE	Departing/Cities/Date	Price	Days
Your First Tour of	N.Y.C.—6/28, 7/4	$1,055	22
Your First Tour of	Chicago—7/11	$1,158	22
Your First Tour of (B)	N.Y.C.—7/3	$970	22
Your First Tour of (B)	Chicago—6/26	$1,072	22
England & Scotland's Capitals & Countryside	N.Y.C.—6/27, 7/4, 8/3	$929	15
Europe for the Young at Heart (B)	Wash., D.C.—7/16	$1,210	31
Europe for the Young at Heart (B)	N.Y.C.—6/27, 7/2, 7/9	$1,210 & $1,295	32 or 38
Europe, Major Highlights	N.Y.C.—6/26	$1,570	38
Holiday in Spain	N.Y.C.—7/3, 7/26	$845	22
Italian Interlude & Greek Island Wonders	N.Y.C.—6/19	$999 + $20 port tax	22
Italian Interlude & Greek Island Wonders	N.Y.C.—7/10, 7/31	$1,025 + $20 port tax	22
Scandinavian Highlights	N.Y.C.—6/30	$1,595	31
Royal Viking Cruises, Russia & Scandinavia	N.Y.C.—7/27, 6/29, 7/13	$1,390	16
Summer Festival	N.Y.C.—6/25, 7/2, 7/4	$850	16
Air, Sea, Sand & Sherry	N.Y.C.—6/24	$795	21
Your Fling (Milan, Venice Cruise)	N.Y.C.—8/9	$850 + $20 port tax	15

AROUND THE WORLD—SOVIET UNION—EASTERN EUROPE—AFRICA—PACIFIC AREA	Departing/Cities/Date	Price	Days
Africa, World of Contrasts	N.Y.C.—7/3	$2,520	37
Route of Alexander the Great	N.Y.C.—7/3	$2,095	37
East Africa Safari	Frankfurt, Germany—7/7, 7/14	$820	16
Holy Lands & Eastern Mediterranean	N.Y.C.—7/4, 7/11, 7/18, 8/8	$865	15
South Pacific Calling	San Francisco—6/29, 7/6	$1,850	29
Budapest to Sochi	N.Y.C.—7/4, 8/1	$1,180	21
Around the World via Japan & India	San Francisco—6/29	$2,995	49
Exploring the Unusual Around the World	N.Y.C.—6/29	$3,495	57
Swinging Globetrotter	San Francisco—7/6, 7/13, 7/20	$1,698	30
Baltic to Central Asia	N.Y.C.—7/4	$1,895	36
Tahitian Holiday	Los Angeles—6/24	$495 + tax	12

LATIN AMERICA	Departing/Cities/Date	Price	Days
Central American Interlude	New Orleans—7/12	$995	20
Beach In! Colombia	Miami—8/18	$269	8
	N.Y.C.—8/18	$348	8
Mexico, Mosaic of Three Cultures	New Orleans—6/29	$598	15
Mejico-Ruta de la Independencia	Dallas—7/13	$495	15
Viaje por Mejico	Dallas—7/27	$495	15
South America—En Grande	Miami—6/27	$1,995	29
South America—Simpatico	Miami—7/14	$1,198	22
South America—Kaleidoscope	Miami—8/4	$895	15
Luxury Cruises to S.A.	N.Y.C., Baltimore, Miami, Chicago, Detroit, Cleveland—6/30, 7/7, 7/28, 8/4, 8/11	$440-$565 range	8

UNITED STATES & CANADA	Departing/Cities/Date	Price	Days
An Alaskan Summer	Seattle—7/16	$898	16
Alaska Gold Rush	Portland—7/7*	$575	7
Spectacular Rockies of Canada	Portland—7/7*	$518	11
Colorado River Cruises	Lees Ferry, Arizona—7/9, 8/6	$407	6
A Honolulu Happening	Portland—7/7*	$238 & $273 + tax	8
Hawaiian Love Affair	From 14 cities (Send for book)—6/23, 7/14, 8/4	$587-$627 range + tax	15
Luxury Cruises to Canada & Alaska	Los Angeles—6/15, 6/29, 7/13, 7/27, 8/10	$560-$1,065 range + tax	15

(Continued on next page)

NEA ORIENTIAL HOLIDAY PRICE FIRM IN FACE OF DOLLAR DEVALUATION

NEA Educational Travel promises a firm price of $795 per person for its 17-day tour to Tokyo, Hong Kong, and Bangkok this summer. Members should not delay their decision to take advantage of this unparalleled price in 1973.

The lowest regular economy *airfare* from the East Coast for this itinerary is approximately $1412. The NEA *tour price of $795* includes all of the following:

- 15 nights and 17 days, with 5 nights each in Tokyo, Hong Kong, and Bangkok. (OH-14 through OH-17 have an overnight and extra 18th day in Seoul, Korea)
- First-class or deluxe hotel accommodations (with private bath and air-conditioning) based on double occupancy
- Round-trip transportation via Trans-International Airlines DC-10 jets from whatever city you select (OH-1 through OH-9) or round-trip transportation via KAL (Korean Airlines) 747 jet (OH-14 through OH-17).
- All sightseeing by deluxe, air-conditioned motorcoach
- Full escort service throughout itinerary
- All transfers
- Baggage handling
- Services of professional guides
- Half-day city tour in Tokyo
- Special home visit with educator in Tokyo for those interested
- Complimentary cocktail party in Tokyo
- New Territories tour in Hong Kong
- Floating Market and Royal Barge tour in Bangkok
- Meals, beverages, and stereo in flight (free movies in flight on OH-1 through OH-9)
- Local taxes and gratuities

A variety of optional activities are available, and information on these will be sent to you upon registration.

Eligibility: NEA members (who have belonged to NEA for at least six months prior to departure and their immediate families (limited to spouse, dependent children, and parents of the member only, residing in the same household). No others are eligible under CAB regulations governing charter airfare.

Dates and departure cities for the Oriental Holiday

Tour	Dates	Departure cities
OH- 1	June 27-July 13	from Philadelphia and St. Louis
OH- 2	July 2-July 18	from New York and Detroit
OH- 3	July 7-July 23	from New York and Columbus
OH- 4	July 12-July 28	from Newark and Kansas City
OH- 5	July 17-August 2	from Philadelphia and Chicago
OH- 6	July 22-August 7	from Boston and Buffalo
OH- 7	July 27-August 12	from Miami and Atlanta
OH- 8	August 1-August 17	from New York and Minneapolis
OH- 9	August 6-August 22	from Baltimore and Chicago
OH-14	June 24-July 11	from Los Angeles
OH-15	July 8-July 25	from Los Angeles
OH-16	July 22-August 8	from Los Angeles
OH-17	August 5-August 22	from Los Angeles

SCANDINAVIAN DREAM TOUR OFFERED

This thrilling Scandinavia tour offers three weeks in Denmark, Norway, and Sweden for $999 from New York.

Price includes continental breakfast and dinner. Accommodations in first- and comfortable second-class hotels.

- SCAN-1—June 27-July 18 (earn academic credit)
- SCAN-2—July 11-August 1
- SCAN-3—July 26-August 16
- SCAN-4—August 1-August 22.

This exciting NEA holiday begins as you board a sleek Scandinavian Airlines jet in New York and settle back to enjoy the superb service across the Atlantic to Copenhagen. While in Copenhagen, you see the National Museum, Town Hall, Rosenborg Castle, and Frederiksborg and Kronberg Castles.

A day's drive out of Copenhagen takes you to Roskilde, a port and site of a 12th century cathedral which contains tombs of most Danish kings. Continue to Koge, with its ancient half-timbered houses, for overnight.

Next morning, fly to Stockholm. That afternoon enjoy an introductory tour of Stockholm.

A short flight next takes you to Oslo, capital of Norway. Oslo is truly a park. An orientation tour of the city includes City Hall Kon-Tiki museum and Vigeland Sculpture Park. Two days are at leisure to absorb some of the city and to collect a few memories.

Early on the morning of the 15th day, you begin your four-day land drive along the fjord route to Bergen, Norway's seaport looking west. During this trip, your overnight stops are at Gausdale, Loen and Balestrand. From Balestrand you take a steamer across Sognefjord, longest and deepest fjord in the world, and continue by motorcoach to Bergen.

Beautiful Bergen is your last stop in a beautiful trip. You board your Scandinavian Airlines jet for New York in midafternoon on the 22nd day.

A fjord steamer approaches the village of Balestrand in Norway.

Summer tours...

(Continued from preceding page)

Luxury Cruises to Canada & Alaska	San Francisco—6/16, 6/30, 7/14, 7/28, 8/11	$560-$1,065	15
Polynesian Romance	From 14 cities (Send for book)—6/16, 6/30, 7/7, 7/21, 8/4, 8/18*	$513-$557 range + tax	15
The Southwest Indians	Albuquerque—8/5	$390	14
Wiki-Wiki Hawaii	From 14 cities (Send for book—6/9, 7/28, 8/4, 8/18	$403-$467 range + tax	15
Washington Seminar	Wash., D.C.—6/24	$395	20
Universe Campus (Chapman College)	Los Angeles 6/16 & 7/25	$816-$1,008 range	34 & 38 days

For information on certain tours not described in the book *NEA Travel's Passport to the World*, such as "High Adventure to Pakistan," "Desert Journey," "Voyage to Darkness," "Rhine Cruises," or Easter tours, write to NEA Travel.

Application for Reservation

Mail to: NEA Educational Travel, 1201 16th St., N.W., Washington, D.C. 20036 with deposit check for $200 per person for a complete tour or $125 per person for a charter flight (transportation only). Please check eligibility requirements for the tour/flight of your choice. *Note:* There will be a $15 cancellation fee on all tours and flights for 1973, regardless of reason cancelled.

Please reserve ..... spaces on ..... (code number tour/flight) departing

on ..... (date) from ..... (city). Enclosed is deposit of $ .....

Name(s) .....

Address .....

City ..... State ..... Zip .....

Home Telephone ..... (include area code) School Telephone ..... (include area code)

I affirm that I meet the eligibility requirements for the tour/flight of my choice.

Signed: .....

Federal share of school $$ dips to 7.8 percent, NEA says government disregards priorities

The federal share of school revenues has fallen and is now a full percentage point lower than in 1967-68, according to estimates released recently by NEA Research.

Commenting on these figures, NEA President Catharine Barrett said the federal government is disregarding the national priorities of the American people.

Mrs. Barrett called attention to a Harris Survey reported this year in which 66 percent of the people queried said they would "rather see increased spending" for federal aid to education than "no further increase in this area." Twenty-seven percent opposed an increase, while 7 percent were not sure. Curbing air and water pollution and helping the poor also scored high, while the respondents favored cutbacks in spending on highway construction, research and development for military defense, farm subsidies, and welfare payments.

"Not more taxes"

"It is not primarily a matter of already burdened taxpayers digging up more money," Mrs. Barrett said, "but rather of choosing national priorities—putting more of our money where our national interests and general welfare truly lie."

"The federal government's response in the area of school financing seems to be proceeding in inverse ratio to the needs," the NEA president commented. "With the school finance situation already severe last fall, President Nixon twice vetoed the Labor-HEW appropriations. Most education programs are now being funded at somewhat less than fiscal 1972 levels under a continuing appropriations resolution. Now there are strong indications that education will be hit hard in the Administration's 1974 budget, which is reportedly being fashioned along spartan lines."

"NEA strongly believes the federal government must increase its percentage share more than fourfold, providing at least one-third of the cost of public education," Mrs. Barrett said.

Salary gains

The NEA report, *Estimates of School Statistics, 1972-73*, also reveals that the average increase in salaries of instructional staff this year is 1.3 percentage points below the federal Pay Board guideline of 5.5 percent.

Mrs. Barrett said it is "highly significant" that this average increase for instructional staff—classroom teachers, principals, supervisors, and other instructional personnel—was only 4.2 percent over last year's average salary.

Report available

The NEA Research annual report was prepared with cooperation from state departments of education and state education associations. *Estimates of School Statistics, 1972-73* is available from NEA Customer Service, at NEA Center (Research Report 1972-R12; stock no. 435-25514; $1.50 each).

Highlights of 1972-73 estimates

Federal Share of School Revenues. Federal share this year is 7.8 percent of school revenue, a drop of 1 percentage point from 1967-68.

State Share of School Revenues. State sources will provide 41 percent of the school revenue for 1972-73, with 51.2 percent coming from local and other sources. These figures continue a slight upward trend in the states' share and a slight downward trend in local contributions.

Public School Enrollment. A continued and slightly accelerated decrease in public school enrollment is estimated. Fall enrollment this year was 45,821,743, a drop of 65,952 from the 1971-72 fall enrollment of 45,887,695.

School-Age Population. The school-age group decreased from an estimated 52,502,000 on July 1, 1970, to 51,784,000 on July 1, 1972, a decline of 1.4 percent. The decrease broke the upward trend that began at the close of World War II.

Per-Pupil Expenditures. Current expenditure per pupil in average daily attendance for 1972-73 was $1,034, an increase of 6.6 percent over the previous year and the first time the amount has exceeded a thousand dollars. Range was from $1,584 in New York State; $1,473 in Alaska; and $1,352 in New Jersey to $590 in Alabama; $652 in Arkansas; and $689 in Mississippi. Ten years ago the national average of expenditures per pupil was $433.

Number of Teachers. There are 2.1 million teachers, 0.7 percent more than last year and the smallest annual increase in the last 10 years. Annual increases exceeded 4 percent during more than half the last decade, then dropped to 1.9 and 1.3 percent, respectively, in 1970-71 and 1971-72.

High School Graduates. An estimated 2.8 million high school pupils will graduate in 1972-73, about 2.4 percent more than in 1971-72.

School Revenues. Total school revenues are expected to be $51.9 billion, a 7.2 percent increase over the previous year. There will be dollar increases from all three levels: $134 million more from the federal government, $1.9 billion additional in state revenues, and $1.5 billion more in local revenues.

School Districts. Number of basic administrative units decreased to 17,036 in 1972-73, continuing an uninterrupted decline for the decade. Because of annexation and consolidation, the number of local districts has declined 87 percent over the last 40 years. States currently with the largest number of units are Nebraska, 1,350; Texas, 1,157; California, 1,135; Illinois, 1,085; New York, 757; Montana, 691; and Oklahoma, 647.

Capital Outlay. Capital outlay for schools is estimated at $4.69 billion for this year, an increase of 3.1 percent from 1971-72.

NEA PRESIDENT SAYS:

Question of AFL-CIO affiliation should not stand in the way of teacher unity

"The question of AFL-CIO affiliation should not be permitted to stand in the way of teacher unity," NEA President Catharine Barrett said recently.

Further, she said, logic and need point to merger of teacher organizations outside the AFL-CIO as "the only way to achieve teacher unity."

Mrs. Barrett pointed out that the overwhelming bulk of organized teachers—90 percent—are outside the AFL-CIO.

"Teacher unity makes sense. Teacher unity can provide power where it is needed," the NEA president said. She urged unification through "an independent organization, such as CAPE (the Coalition of American Public Employees)."

Mrs. Barrett's full statement follows:

There are approximately 2.1 million teachers in the United States. About 1.8 million of them are members of state associations affiliated with the NEA. Of these, some 1.2 million belong to the NEA.

The American Federation of Teachers, which is affiliated with the AFL-CIO, claimed at the end of its membership year last May 31 that it had roughly 261,000 members. The two national organizations therefore represent about two-thirds of their potential. They represent a powerful force, but their influence is watered down because they are divided. United, such a force would be a magnet to attract teachers who are not now members of the national organizations.

The overwhelming bulk of the organized teachers—90 percent of them—are outside the AFL-CIO. For many reasons, large numbers of these teachers—perhaps more than one half—do not, at this time, desire to become affiliated with the AFL-CIO. And they strongly oppose teacher unity within the AFL-CIO.

The logic of numbers, and the need for united action, therefore point to merger outside the AFL-CIO as the *only* way to achieve teacher unity.

There is no magic in AFL-CIO affiliation that makes a union powerful. The federation consists of strong unions and weak unions. The strength of any individual union depends upon the degree of organization of its potential membership, and the ability of the union to serve the needs of its members.

The two most powerful unions in the nation, the Teamsters and the United Auto Workers (UAW), are outside the AFL-CIO. One was expelled in 1957, the other left of its own volition in 1968. Both unions have grown since their disaffiliation from the AFL-CIO, and they are still growing. Both protect the interests of their members. Neither is demeaned or considered ineffective because it is independent.

Nor does their independence prevent them from working in common causes with unions affiliated with the AFL-CIO. The UAW, for example, works closely with the International Association of Machinists in aerospace negotiations, and participates in coordinated bargaining with AFL-CIO affiliates dealing with such companies as General Electric. The Teamsters cooperate with many AFL-CIO unions, particularly with those in the construction industry and those in the graphic arts. (Incidentally, it has been reliably reported that President Nixon offered Teamster President Frank Fitzsimmons the post of Secretary of Labor, an indication of the clout that the union carries in the political field.)

The NEA has worked with two AFL-CIO affiliates, the American Federation of State, County, and Municipal Employees (AFSCME) and the International Association of Fire Fighters (IAFF), in establishing the Coalition of American Public Employees (CAPE). And, of course, it has cooperated on Congressional matters with the national AFL-CIO, while its state affiliates often have joined forces with state labor bodies in working on legislation before their respective legislatures.

Teacher unity makes sense. It can provide power where it is needed.

The *only* way to unify now is as an independent organization, such as CAPE, in which each member retains its autonomy, organizational identity, and independence.

The question of AFL-CIO affiliation should not be permitted to stand in the way of teacher unity.

current

in television and national magazines

Television

(All times are Eastern)

ABC Special—"Long Day's Journey Into Night"—Saturday, March 10, ABC-TV, 8 p.m. Eugene O'Neill's monumental autobiography as a full theatrical presentation by London's National Theatre.

CBS New York Philharmonic Young People's Concerts—"The Virtuoso Orchestra"—Sunday, March 11, CBS-TV, 5 p.m.

Undersea World of Jacques Cousteau—"The Singing Whales"—Monday, March 12, ABC-TV, 8 p.m. Research on a species of whale that communicates by noises not unlike musical sounds. Recommended for viewing by NEA.

What About Tomorrow?—"New Hopes for Health"—Friday, March 16, ABC-TV, 10:30 p.m. ABC News production in cooperation with MIT. Recommended for viewing by NEA.

NBC Bell System Family Theatre Special—"The Red Pony"—Sunday, March 18, NBC-TV, 8:30 p.m. Dramatization of John Steinbeck's classic story.

The American Idea: "The Land"—Sunday, March 18, ABC-TV, 8 p.m. An unusual look at history as chronicled by early settlers.

Tom Sawyer—Friday, March 23, CBS-TV, 8 p.m. Mark Twain's famous account of a boyhood in Hannibal, Missouri.

Appointment with Destiny—"Peary's Dash to the North Pole"—Wednesday, March 28, CBS-TV, 10 p.m. Re-creation of Admiral Peary's discovery of the North Pole with his black associate, Matt Henson. Recommended for viewing by NEA.

ABC Theatre—"Pueblo"—Thursday, March 29, ABC-TV, 9 p.m. A dramatic re-creation of the true story surrounding the seizure of a U.S. Naval vessel by the North Koreans.

ABC After School Special—"Alexander"—Wednesday, April 4, ABC-TV, 4:30 p.m. Red Buttons stars as an old adventurer who returns to his old hometown to claim an inheritance after a 35 years absence and is discovered and "adopted" by the towns' children, who grow to love him. Recommended for viewing by NEA.

National Geographic Special—"Bushmen of the Kalahari"—Thursday, April 12, CBS-TV, 8 p.m. Anthropologist John Marshall explores the life of the Kung Bushmen in the Kalahari Desert of Southern Africa.

"The Man Without a Country"—Tuesday, April 17, ABC-TV, 8:30 p.m. Dramatization of Edward Everett Hale's classic novel starring Cliff Robertson. Recommended for viewing by NEA.

NBC Special—"Upon This Rock"—Tuesday, April 17, NBC-TV, 10 p.m. An unprecedented tour of St. Peter's Basilica.

The Forbidden Desert of Danakil—Wednesday, April 25, CBS-TV, 8 p.m. Filmed expedition into the long-closed desert regions of Northeast Ethiopia.

Magazines

(March issues)

Ladies Home Journal—"Should Teachers Spank Kids?" by Bernard Bard.

Atlantic Monthly—"Do Schools Make a Difference?" by Godfrey Hodgson.

Good Housekeeping—"Can Sex Education Help Stop Drug Abuse?" by Lester David.

Saturday Review—*Education issue.* "How Will We Raise Our Children in the Year 2000?" NEA President Catharine Barrett is one of 12 nationally known persons giving views on the topic.

Florida association rejects union bid

The Florida Education Association has rejected a proposal from the American Federation of Teachers through which the AFT sought to affiliate four local associations, the FEA higher education arm, and FEA itself. Only FEA would have retained its NEA affiliation under the AFT design.

The plan surfaced at the FEA state board of directors meeting and immediately drew the ire of numerous local associations which had not been consulted or even informed. It was rejected by a unanimous vote of the FEA executive committee. As a result, the FEA board has acted to suspend any and all possible discussion of merger "until guidelines have been established."

Lynn Gilmore, executive director of the Broward County (FEA) Classroom Teachers Association, backed the decision, stating, "You can put any label onto any deal you want, but that plan was so far from being a real merger proposal that it's an insult to the concept of merger to even talk about it.

"Call it anything you like, the real plan that surfaced here would have cut off four of our local associations and our higher education division and let the rest of us pay for NEA services to them through FEA while they paid no national dues at all. This thing was developed by one or two individuals in concert with the AFT without any involvement or knowledge by the members or by the officers of the local associations outside of those who were behind it. Our reaction was 'no way'; if any talks are going to be held they will be honest and open and on top of the table."

The plan was first brought to the attention of NEA President Catharine Barrett at a meeting she requested with FEA Executive Secretary Richard Batchelder; Dorothy DaValt, president of the FEA; Dade County Executive Director Pat Tornillo, Jr.; and Duval CTA President Catherine Luther. This meeting was called after a meeting between Batchelder, Tornillo, and officials of the AFT in Washington.

The actual proposal included plans to make FEA an affiliate of the AFT as well as NEA. As an AFT affiliate, it would service local associations in Dade, Hillsborough, Pinellas, and Duval and the higher education unit, which would be turned into affiliates of the AFT, retaining no direct ties with NEA and paying no dues to support NEA. These locals, now union chapters, would expect to continue to receive NEA services indirectly through FEA. Their lack of direct NEA ties, however, would appear to render the term "merger" incompatible with the reality of the AFT plan.

Miss Luther issued a statement clarifying her position. She revealed that she has been present on three occasions at meetings between representatives of FEA and the AFT.

"On the first two occasions," she stated, "I had no idea what the meetings were to be about until minutes before they began. In every meeting I raised objections to the type of 'merger' being contemplated because, although I believe it is in our best interest to merge on every level, I do not believe it is in the best interests of teachers to have the conditions of merger include direct affiliation with the AFL-CIO.

"The Duval Teachers Association has not taken a vote on this matter, but the executive council, at its last meeting, strongly rejected any merger that would include the AFL-CIO. *DTA has been a unified association since its inception and to my knowledge has every intention to remain unified.*

"For the record, therefore, I did not agree to having Duval's name included in any merger proposal that is being contemplated," Miss Luther said.

Other aspects of the union plan include the dissolution of the present state federation, which represents a few hundred teachers outside of the named counties, and agreement that teachers in the named association-to-be-turned-to-union chapters would affiliate and pay dues to the state AFL-CIO and local labor councils. In addition, AFT would "provide assistance" to obtain approval of the plan by "all parties concerned . . . utilizing staff and other resources." This would include a partial dues rebate to the named counties for the first two years following their affiliation as union chapters. The plan also called for agreement "to implement whatever constitutional and organizational changes that are necessary to effect the purposes and conditions" of the plan.

Policy violations

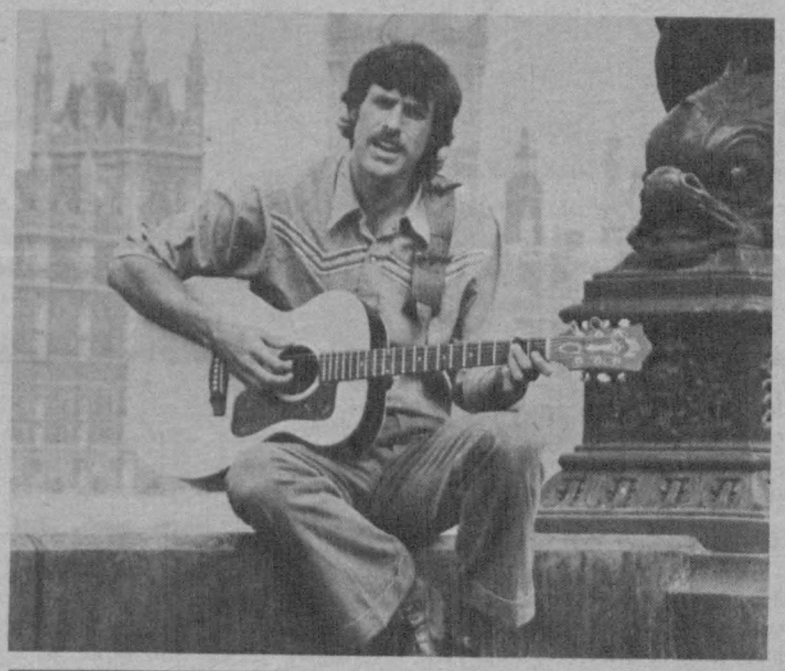
NEA President Catharine Barrett said the AFT plan would have forced two direct violations of NEA policy in that it would have forced teachers in the named associations to join and pay dues to AFL-CIO (a violation of New Business Item #20 passed by the Representative Assembly), and that allowing the named associations to affiliate with FEA and not with NEA would be a direct violation of the unification agreement entered into in good faith between FEA and NEA.

Mrs. Barrett reported that FEA Executive Secretary Batchelder told her that FEA would not be party to the violation of New Business Item #20 nor of the unification agreement. Mrs. Barrett said she regretted the fact that Mr. Tornillo, speaking on behalf of the Dade County CTA, would not make the same guarantee to respect NEA policy.

"The policies at issue, unification and merger within the AFL-CIO, are not minor or technical matters," Mrs. Barrett stated. "NEA policy in both of these areas was developed by the Representative Assembly only after the most intense deliberation and debate. Violation of the unification policy has forced the Executive Committee of NEA to have the Missouri State Teachers Association 'show cause' why it should not be disaffiliated from NEA. The obvious reluctance of NEA to take such drastic action against a major affiliate is self-evident. Having stood firm on principle with Missouri, simple justice demands that we stand firm elsewhere."

"It must be clearly understood," Mrs. Barrett added, "that no national organization can provide valuable services for nothing. Opportunistic *deals* always have a price tag, even if it is not immediately apparent. We believe, before anyone starts agreeing to anything, the members must be certain they will continue to receive the full range of Association benefits for which they have paid through their dues.

"We can all be 100 percent for unity, but not at the cost of the real goals for which we joined the Association in the first place: to enhance the position of teachers and improve the tools with which we do our job."



Unsatisfactory conditions reported by state education associations

Below is a current listing of names of school districts or systems where a state education association has notified members of the profession and the public that unsatisfactory educational conditions exist.

Association	District or System
• California Teachers Association	Alvord Unified
• California Teachers Association	Centinela Secondary
• California Teachers Association	Ceres Unified
• California Teachers Association	Jefferson Elementary (Daly City)
• California Teachers Association	Lawndale Elementary
• California Teachers Association	Los Altos Elementary
• California Teachers Association	Los Banos Unified
• California Teachers Association	Madera Unified
• California Teachers Association	Ukiah Unified
• Connecticut Education Association	Thompson School Dist.
• Illinois Education Association	Decatur Dist. No. 61
• Kansas-NEA	Coffeyville USD445
• Minnesota Education Association	Appleton Public Schools
• Ohio Education Association	Logan City School Dist.
• Ohio Education Association	South Point School Dist. (Lawrence Co.)
• Oklahoma Education Association	Claremore Junior College
• South Carolina Education Assn.	S. Carolina Public Schools
• Washington Education Association	Klickitat-Skamania CAC Inc., Head Start Program
• Washington Education Association	Renton Public Schools
• Washington Education Association	Washington Public Schools
• Wyoming Education Association	White River School Dist.
	Riverton Public Schools

NEA recommends

"Make a Wish," the Peabody Award-winning children's series produced by ABC news, has been renewed for its third year. Lester Cooper, executive producer of the series, has asked that teachers who have suggestions regarding the content of the programs forward them to him in care of ABC News, 7 West 66th Street, New York, NY 10023. Tom Chapin is the host on the NEA-recommended program, broadcast Sunday mornings on ABC-TV (11:30 a.m., Eastern time).

Alabama unifies

The Alabama Education Association becomes NEA's 39th unified state affiliate on July 1. AEA delegates voted for unification by more than a four-to-one margin during their annual meeting January 27. The vote was 486 in favor of amending the AEA constitution to provide for unified membership, 153 against.

NEA travel tour includes WCOTP

NEA Educational Travel is offering a tour that includes the WCOTP conference in Nairobi, Kenya, August 1-8. The tour includes Ghana, Togo, Dahomey, Kenya, Ethiopia, and Greece. Dates of the tour are July 26 to August 16, and the cost will be approximately $1,395 from New York City, including airfare, first-class hotels, transfers, sight-seeing-accident and baggage insurance, and Continental breakfasts daily.

Space is limited. Write to NEA Educational Travel at NEA Center for brochure and application.

LYNDON B. JOHNSON LAUDED

NEA pays tribute to the "Education President"

NEA President Catharine Barrett issued this statement upon notice of the death of Former President Lyndon B. Johnson:

In 1965 President Lyndon Johnson told the Representative Assembly of the National Education Association, meeting in New York City, "The day of the talkers is done. The day of the doers is here." He was a doer. In education his deeds, beneficial to generations of children, will serve as a human monument to him and a testimony that he was true to his belief that "Education, more than any single force, will mold the citizen of the future."

The educational legislation enacted under his leadership won for him the plaudits and gratitude of all in education and his recognition as the "Education President."

Mr. Johnson was presented with an honorary life membership in the National Education Association in 1965, one of the few ever to be so honored by the Association.

In 1972, he was the first recipient of the Association's annual Friend of Education Award. The award said, in part, "Your spiritual identity with educators, your feeling that members of this profession have a true worth and value in this society, and your active support and involvement in the passage of legislation covering all facets of education is beyond compare."

Mr. Johnson had been a teacher and he evidenced love of the profession throughout his life. He will remain outstanding in the minds of all educators as the "Teacher in the White House."

His own words serve so well now: "We will not prove democracy's strength by faith or by even the experience of our past. We will prove it by the works of the future."

The future is better because of LYNDON BAINES JOHNSON.

When President Johnson signed the Vocational Education Act in 1963, he invited NEA officials to the ceremonies. Here the President gives one of the pens used for the signing to William G. Carr (then NEA executive secretary) as Robert H. Wyatt (then NEA president) looks on. The Vocational Education Act was one of more than 60 education bills passed during the Johnson era.

School $$ periled...

(Continued from page 1)

children) vocational education curriculum development, educational activities overseas, and strengthening state departments of education.

The President on the other hand has proposed tax credits for parents of private and parochial school youngsters. The program, which NEA opposes, would cost the U.S. treasury $600 million a year in revenues. Several tax credit bills have already been introduced.

Revenue sharing vs. ESEA

The administration's key thrust in 1974 education funding proposals is a $2.5 billion special education revenue sharing program ($2.8 billion if the school lunch program currently in the Agriculture Department is added), which would consolidate 30 formula grant programs including sharply reduced impact aid and provide guarantees of aid to the handicapped and disadvantaged but few other strings on education monies to be used by states and localities.

Some strong congressional resistance is expected to the special education revenue sharing proposal. NEA has been opposed to it because it offers no additional funds to the schools in the long run.

Failure to renew the Elementary and Secondary Education Act may result in the federal government's slipping back "to the more comfortable posture of 'benign neglect'" of disadvantaged children, NEA President Catharine Barrett told the House Committee on Education and Labor last month.

Testifying on a bill to extend ESEA for five years, Mrs. Barrett said: "The basic ills of the federal grant programs (such as ESEA) do not lie so much with their multiplicity as with their low level of support and the lack of federal funds for general support for the total education program." The Nixon administration is pressing for replacement of many categorical grant programs, including ESEA, with special revenue sharing for education. ESEA is slated to expire on June 30 of this year, but will be renewed automatically for one year if Congress takes no further action on it.

"The Association," Mrs. Barrett told the committee, "will continue to insist on full funding of existing categorical aid programs, such as compensatory education, innovative services, assistance to the handicapped, projects in bilingual education, and many more. NEA believes that general federal assistance, when enacted, should be on top of, not in place of, monies earmarked for specific categories," the NEA president reiterated. She added that the federal government should provide at least one-third of the total school dollar.

Mobile teacher retirement

A revised version of NEA's Mobile Teachers' Retirement Assistance Act is scheduled to be introduced in the House and then referred to the Education and Labor Committee. The bill is designed to enable teachers to cross state lines during their working careers without loss of retirement benefits.

Phase III—economic controls

NEA President Barrett asked the Senate Banking, Housing and Urban Affairs Committee to exempt teachers and other public employees from any future wage controls. In a February 13 statement on a bill to extend the Economic Stabilization Program, Mrs. Barrett said:

"We concur with the often-stated Administration premise that wage and price controls should not be a permanent feature of the American economy. While some controls may be necessary at times to stabilize the nation's fiscal condition, we contend that it is reasonable to reduce their impact on state and local public employees and that it is possible to do so without deleterious effect on the economy as a whole. . . .

"Local and state governing bodies—mostly elected—control the salaries of teachers. Elected officials tend to resist letting the wages of school employees rise faster than those of their constituents or get very far out of line. Raises are legislated in many instances. Teachers' salaries reflect past wage increases of major employee groups in the private sector, rather than leading other groups to wage increases. Hence, teachers' salaries follow rather than lead. When government controls the private sector, it has already controlled the public non-federal sector."

Voter registration

On February 7, NEA testified in favor of S 352, the Voter Registration Act (a bill to establish postcard voter registration). President Barrett urged the Senate Post Office and Civil Service Committee "to once again favorably report legislation that would effectively standardize registration procedures, make the procedures accessible to all Americans, and uncomplicate the registration process."

Education's Big Six set 1973 priorities

The "Big Six" national education organizations have made their recommendations to the 93rd Congress. The "Big Six" comprises representatives from NEA, the American Association of School Administrators, the Council of Chief State School Officers, the National Association of State Boards of Education, the national PTA, and the National School Boards Association.

The Big Six called for:

- Immediate enactment of the 1973 education appropriation
- Enactment before July 1973 of an adequate fiscal 1974 education appropriation
- Extension of current major federal education programs so that fiscal 1975 funding can be set prior to July 1974
- Legislation to enable state and local education agencies to improve education "without being stifled by excessive federal regulations."

SUPPORT PRESIDENTIAL CAMPAIGN FUND

Beginning this year, each taxpayer may designate that $1 ($2 of a joint return) of his income tax be paid to the 1976 Presidential Campaign Fund. Each dollar contribution is voluntary and the taxpayer may designate the Democratic or Republican Party or a nonpartisan general account as the recipient. Money collected will be used to defray the cost of conducting the 1976 Presidential campaign.

Participation costs nothing. Simply fill out form 4875 (which accompanies the income tax packet) and attach it to the 1040 or 1040a when you file your return.

STATES AND LOCALS GEAR UP

Association teachers organize for political action

Teachers are entering the political arena as never before and have now organized 45 statewide independent political action arms and thousands of local committees in a massive effort aimed at electing candidates friendly to education, NEA Government Relations reports.

The ultimate goal is to organize all 50 states in an unprecedented display of teacher political activism. Ninety percent of this objective has already been achieved.

Teachers demonstrated their political influence in last November's general election when they helped elect 77 percent of the candidates they supported in state and national elections.

This year and next the political action groups will concentrate on elections at all levels—with emphasis on Congressional races in 1974.

In the national races, state and local political action committees will work in cooperation with NEA's newly organized Political Action Committee (NEA-PAC). NEA-PAC was formally organized last fall to focus exclusively on national races.

Organized states

The states that have organized political action committees are:

Alabama—Alabama Voice of Teachers for Education; Alaska—Public Affairs Committee for Education; Arizona—Arizona Democratic Educators, Republican Educators in Politics, and Arizona Council for the Improvement of Education (bi-partisan); Arkansas—Political Action Committee for Education; California — Association for Better Citizenship; Colorado — Political Action Committee for Education; Connecticut — Connecticut Education Association Political Action Committee; Delaware—Political Action Committee for Educators; Florida—State Political Action Committee for Education; Georgia — Georgia Association of Educators Political Action Committee; Hawaii—Hawaii State Teachers Association Political Action Committee for Education; Idaho—Political Action Committee for Education;

Illinois—Illinois Political Action Committee for Education; Indiana—Indiana Political Action Committee; Iowa—Iowa Political Action Committee for Education; Kansas—Kansas Political Action Committee; Kentucky—Kentucky Educators Public Affairs Council; Louisiana—Louisiana Political Action Committee; Maine—Maine Teachers Association Political Action Committee; Maryland—Political Action Council; Massachusetts—Voice of Teachers for Education; Michigan—Michigan Educators Political Action Council; Minnesota—Independent Minnesota Political Action Committee for Education;

Mississippi—Mississippi Teachers Association-Political Action Committee; Missouri—no official state association action, but Missouri Political Action Committee for Teachers organized statewide by state Association of Classroom Teachers; Nebraska—Political Action Committee for Education; Nevada—Teachers In Politics; New Hampshire—New Hampshire Political Action Committee; New Jersey—New Jersey Political Action Committee; New Mexico — NEA - New Mexico Political Action Committee for Education; New York—Voice of Teachers for Education; North Carolina—Political Action Committee for Education, Inc.; North Dakota—Political Action Committee for Education; Ohio—Educators Political Action Committee;

Oklahoma — Political Action Committee; Oregon—People for Improvement of Education; Pennsylvania—Political Action Committee for Education; Rhode Island—Rhode Island Political Action Committee for Education; South Dakota—Educators Political Involvement Committee; Utah—Utah Council for the Improvement of Education; Virginia Political Action Committee for Education; Washington—Political Unity of Leaders in State Education; West Virginia—West Virginia Education Association-Political Action Committee; Wisconsin—Wisconsin Educators Political Action Committee; Wyoming—Political Action Committee for Education.

New York teacher union leader touted for seat on AFL-CIO council

Albert Shanker, the New York City teachers union head, recently defeated American Federation of Teachers President David Selden in gaining support of the AFT's executive council to seek a seat on the executive council of the AFL-CIO, according to the *New York Times*. The action came over Selden's dissent, the *Times* said.

Shanker, president of the United Federation of Teachers, AFT's flagship local, and co-president of the New York State United Teachers (NYSUT), the organization created by merger of the NEA and AFT state affiliates, confirmed Selden's dissent. He said that Selden "felt that the president should be the person" to represent AFT on organized labor's governing body.

Shanker claims the support renewed the backing he received in 1969—also over Selden's dissent—for the AFL-CIO's policy making body. AFT has never had a representative on the AFL-CIO executive council. The *Times* could not reach Selden for comment.

Merger question

Close observers of union affairs consider the *Times* story to be a sure indication that AFT is not interested in discussing merger with NEA with no preconditions, as some AFT leaders have suggested. They feel that the federation's executive council, in supporting Shanker for the AFL-CIO post, plainly underscored the AFT's long-standing position, reiterated at its 1972 convention, that any merged organization—local, state, or national—must be affiliated with the AFL-CIO.

They believe that Shanker, whose support by the top officers of the union confirm him as the strongest figure in the AFT, obviously would campaign for Big Labor's powerful executive board only with the understanding that merger means unity under the AFL-CIO banner. They cannot recall, in fact, when the New Yorker ever gave the slightest sign the he would ever consider merger under any other condition.

AFT says no

Most recent contact between the NEA and AFT came when NEA President Catharine Barrett invited the union to join with other public employee organizations—NEA; the American Federation of State, County, and Municipal Employees (AFSCME), AFL-CIO; and the International Association of Fire Fighters (IAFF), AFL-CIO— in establishing CAPE, the Coalition of American Public Employees. AFT declined the invitation.

Only 1 of the 35 members of the AFL-CIO executive council, other than President George Meany and Secretary-Treasurer Lane Kirkland, is not either a president or president-emeritus of his national union. The exception is Joseph Keenan, secretary-treasurer, Electrical Workers.

No vacancies on the executive council have been announced. President Karl Feller of the Brewery Workers, however, would be forced to leave the council if his union merges with the independent Teamsters, as appears imminent. There has also been speculation that John Griner, retired president of the American Federation of Government Employees, may resign his seat because of poor health.

The council opened its midwinter meeting on February 19 in Bal Harbour, Florida. Shanker told the *Times* he did not expect to be given a seat immediately. He added that one might be offered him within a year or two.

Meany supported

Meany, whose choice for a council seat is expected to be approved, reportedly regards Shanker highly. Shanker has supported the AFL-CIO chieftain on such issues as the Viet Nam war and on the non-endorsement of a Presidential candidate last year. Selden opposed Meany on both.

Shanker said that the 21-member AFT council voted also for him to become first vice-president. The title means, he said, that he will take charge when the president "cannot function." The AFT has 20 vice-presidents. They, together with Selden, make up the council.

NEA'S HOSPITAL PLAN PAYS $1,447,576

Latest reports show that 16,-036 members and their dependents are enrolled in NEA's In-Hospital Income Plan and that $1,447,576 in benefits have been paid.

Here are some recent examples of insured NEA members who received payments from this plan:

A member from Iowa, hospitalized for four months, received $4,920; an Arizona member who was confined to the hospital for almost seven weeks received a payment of $1,800; and a Michigan member, confined to a hospital on seven separate occasions, has received benefits totaling $10,080.

Prompt benefits

Another member, a resident of Wisconsin, confined to a hospital for two and one-half weeks received $1,920 in benefits. When speaking with a staff member of NEA Special Services, this member said: "I am so glad that NEA has stood in back of me and made sure that I received my benefits promptly. I teach in a school district where it would take 120 days of disability before I could collect benefits. Having enrolled in this Program has provided me with income that is helpful at this time. I will be returning to school again soon. In the meantime, the prompt payment of my claim has enabled me to take care of many expenses."

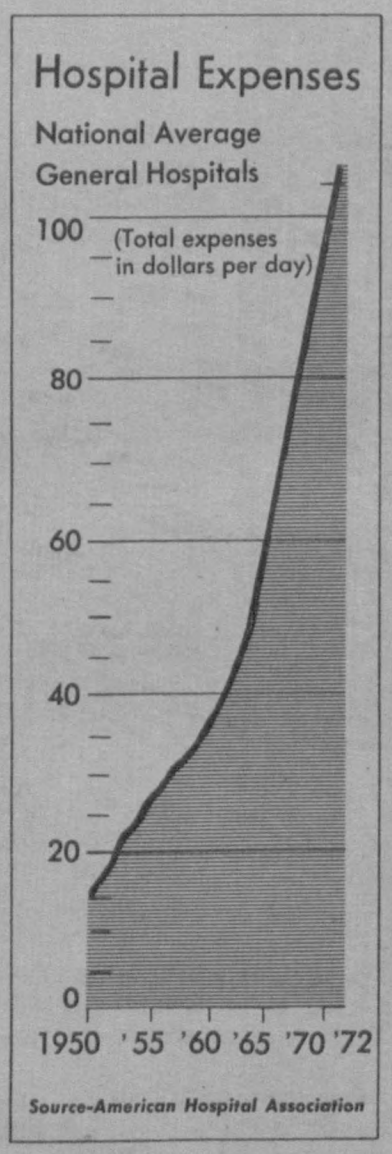
The In-Hospital Income Plan can be a valuable supplement to your health insurance because it pays you benefits in addition to any other insurance or any other source of income you might have. It was designed to help meet the ever-increasing costs of hospital care and to pay for those other hidden or unexpected expenses—at home for nursing help, for child care or for housekeeping. These hidden costs often exceed direct ones.

Flexible plan

The plan is flexible to meet varying needs. Benefits of $20, $40, or $60 per day of hospital confinement are available. The benefits are tax free according to current IRS regulations and are paid directly to the insured.

Arnold W. Wolpert, NEA Special Services, encourages members to consider adding this plan to their personal health insurance program and reminds them that an experience rating agreement with the insurance companies that underwrite the plan limits the companies' profits to two percent and provides that all other premium monies not needed to pay the operating and supervision costs are retained in the plan to pay benefits or to build up reserves for program improvement. These reserves belong to and stabilize the plan and can result in further improvements in rates and/or benefits in the future.

SEND NO MONEY: You will receive a bill pro-rated from the date of acceptance of your application to the next regular billing due date (April 1 or October 1). Thereafter, you will be billed semiannually.



Data place the average daily charge for a hospital bed last year at a record of $105.30, almost double the cost of six years ago. The chart above shows the rising cost of hospital expenses during the past 12 years.

In-Hospital Benefits and Semi-Annual Rate Schedule

DAILY BENEFIT	Member's Age: Under 30	30-39	40-49	50-59	Renewal Rates for 60 & Over †
$20					
Member Only	$ 14.20	$ 16.80	$ 22.70	$ 37.50	$ 49.50
Member & Spouse	27.90	33.10	44.90	74.50	98.50
Member, Spouse, Children	35.90	41.10	50.90	79.50	102.50
Member & Children	22.20	24.80	28.70	42.50	53.50
($10 benefit for each child)					
$40					
Member Only	$ 27.90	$ 33.10	$ 44.90	$ 74.50	$ 98.50
Member & Spouse	55.30	65.70	89.30	148.50	196.50
Member, Spouse, Children	71.30	81.70	101.30	158.50	204.50
Member & Children	43.90	49.10	56.90	84.50	106.50
($20 benefit for each child)					
$60					
Member Only	$ 41.60	$ 49.40	$ 67.10	$111.50	$147.50
Member & Spouse	82.70	98.30	133.70	222.50	294.50
Member, Spouse, Children	106.70	122.30	151.70	237.50	306.50
Member & Children	65.60	73.40	85.10	126.50	159.50
($30 benefit for each child)					

Benefits reduced by 50% at age 65

Costs are based on member's age and increase when member reaches the next age bracket.
†On the first premium due date following your 65th birthday, benefits for all those insured under your policy will be reduced 50%.

Major features of the NEA plan

NEA's In-Hospital Income Plan now covers more than 16,-000 NEA members and their dependents. The plan has already paid out $1,447,576 in benefits.

The plan offers:

- **Both** sickness and injury are covered when hospitalized
- Benefits are **doubled** for cancer if hospitalization occurs before age 65
- Benefits **doubled** for intensive care for up to seven days
- Additional benefits are provided for nursing home confinement—the plan pays 50 percent of the benefit for each day of confinement (up to 30) to a nursing facility immediately following hospitalization
- It provides coverage for pre-existing conditions (conditions for which medical advice or treatment was rendered within 12 months prior to the effective date on your certificate). Existing physical ailments are fully covered after a period of 12 consecutive months from the effective date on your certificate during which time there has been no medical advice or treatment for such condition or after you have had this insurance for two years, whichever occurs first.
- No limit on frequency or size of claims
- Few exclusions—the only exclusions are hospitalization caused by pregnancy, act of war, intentionally self-inflicted injury; or while in a hospital operated by the federal government or its agency for which no charge is made. All other confinements, in a regular hospital, no matter how caused, are covered. (A hospital is defined as one staffed by physicians with 24-hour nursing care and major surgical facilities, and is not a nursing home, nor mainly for mental or nervous disorders, drug addicts, or alcoholics.)
- Renewable for life—can be renewed as long as the insured: pays the premiums; maintains membership in NEA and affiliated state and local associations, if eligible; does not enter the armed forces for more than 30 days active service; and the master contract between NEA and the underwriting companies remains in force
- Automatic acceptance into the plan—applications will be accepted from all NEA applicants under age 60 regardless of past medical history—no medical examination necessary
- Spouse and children are eligible—a member's spouse may be insured for the same benefit. Dependent children may be insured for one-half the amount. (Dependent children must be unmarried and over 14 days but under 23 years of age and dependent upon the member for support and maintenance. This includes legally adopted children, stepchildren, and foster children.)

APPLICATION FOR NEA IN-HOSPITAL INCOME PLAN

I hereby apply for NEA In-Hospital Income Plan based on the following statements: (Please print or type)

BENEFIT DESIRED (check one) ☐ $20 ☐ $40 ☐ $60 — TO COVER (check one) ☐ Member Only ☐ Member & Spouse ☐ Member, Spouse & Child(ren) ☐ Member & Child(ren) Only

1. Name .....
2. Address ..... (Street) (City) (State) (Zip Code)
3. Social Security Number ..... 4. Sex (M or F) .....
5. Date of Birth ..... 6. NEA Membership ☐ Yes ☐ No ☐ Life Member
   Complete No. 7 if Spouse is to be Insured
7. Spouse's First Name ..... Date of Birth .....
8. State Association Membership ☐ Yes ..... (Name of State Association) ☐ Not Eligible for Membership
9. Local Association Membership ☐ Yes ..... (Name of Local Association) ☐ Not Eligible for Membership

I understand that this program covers pre-existing health conditions (any conditions for which I have received medical treatment or advice 12 months prior to the date my coverage goes into effect) when 12 consecutive months have passed during which time I have received no medical treatment or advice for these pre-existing conditions or 24 months after the effective date of my insurance, whichever occurs first. All other conditions except the stipulated exclusions will be covered on the day this application is accepted.

Date ..... Signature of Applicant X .....

AS-5020 — 4-1-70 Ptd. in U.S.A.

Underwritten by Life Insurance Company of North America, Phila., Pa. and Horace Mann Life, Springfield, Ill.

Send No Money. Your premium to the next scheduled premium due date (April 1 and October 1) will be calculated and you will receive a bill for that amount in your insurance kit. Thereafter the specified premium shown in this folder will be billed each 6-month period.

Mail to: NEA In-Hospital Income Plan
P.O. Box 7768
Philadelphia, PA 19101

nea reporter

May 1973
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Published by the National Education Association

NEA PROTESTS CUTBACK IN FEDERAL IMPACT AID

NEA has issued a strong protest against the Nixon Administration's decision to fund impacted districts at only 54 percent of the formula entitlements. One of the first victims of the drastic funds cutback was the Douglas (South Dakota) Independent School District, forced to close its doors on April 16. The district serves the Ellsworth Air Force Base area outside Rapid City.

Charging the Administration with "fiscal mismanagement and irresponsibility, as well as intolerable disregard of the needs of the nation's school children," NEA President Catharine Barrett declared that Douglas is only one of many districts "now faced with early closure." "Even worse," she added, "some districts may have to repay out of future entitlements funds already received."

"The Nixon Administration has violated the law and disregarded the intent of Congress," the NEA leader stressed. "By formula under the law and through appropriations approved by Congress," she pointed out, the impacted districts would have received $635 million, not the $415 million Nixon requested in his fiscal 1973 budget and has determined to stick to. Further, she stated, "The policies now in effect will obviously cripple the efforts of fiscally responsible local governments to provide education for the remainder of this school year and conduct sound school programs for 1973-74."

Douglas has been more than crippled; it has been wiped out. According to the South Dakota Education Association, the entire 150-member teaching force and the administrators already had received nonrenewal notices for next year.

"We were told on Friday [April 13] through the U.S. Office of Education to expect no more payments, and our creditors simply told us we had no more collateral," District Superintendent Eldon Gran told NEA. He had no idea if or when—even next year—the schools would reopen, though he noted the effort of his state superintendent and NEA and its affiliates.

Shocked parents and teachers picketed the Air Force base in protest of the schools' closing and teachers met to explore any possible means of reopening the schools. SDEA is planning to file suit to assure that teachers are paid their salaries in accordance with their contracts for this year. But there appears to be little hope for the district, since more than 60 percent of its $3.5 million budget was to have come from impact aid.

Impoundment crisis

As Congress resumes work after the ten-day Easter recess, a number of bills affecting education and educators are awaiting final action (see status report on page 3).

• School districts across the country have suffered irreparable harm this year from the Administration's impoundment of federal funds. Despite its defiant mood over affronts inflicted by President Nixon's budget and appropriations cuts, the 93rd Congress in the three months before the Easter recess had not mustered a solid line of defense. In fact, it sustained two significant presi-

(See IMPACT AID, page 2)

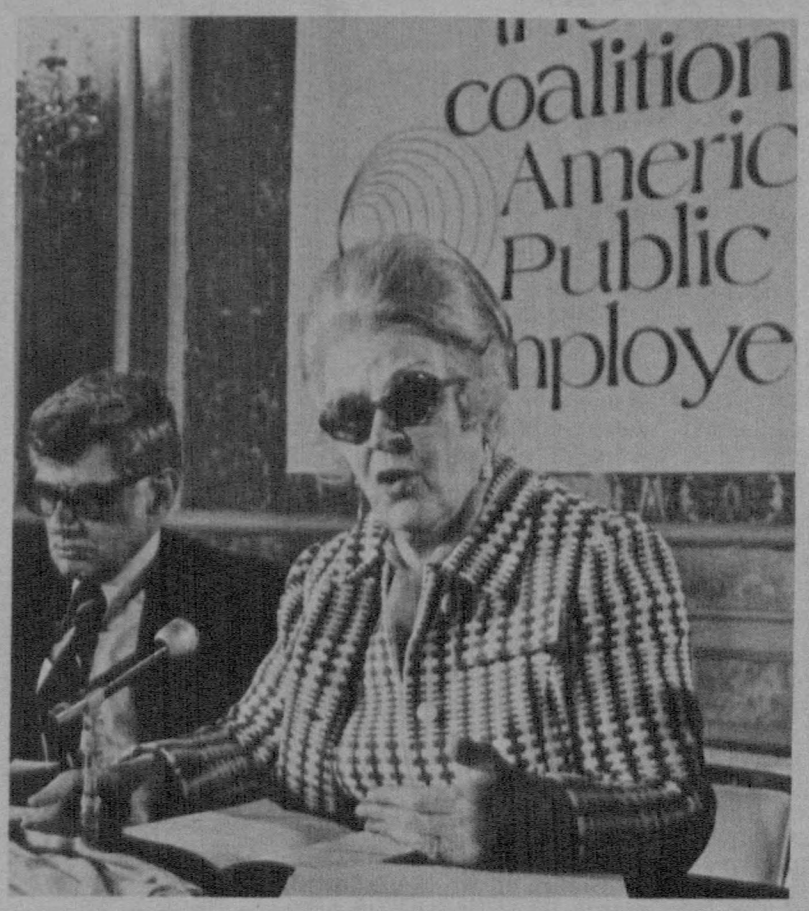
TEACHERS JOIN HANDS WITH PUBLIC EMPLOYEES

More can be done to advance the cause of public education through the combined forces of public employees in this country than in any other way, NEA President Catharine Barrett said at a March news conference announcing the formal organization of the Coalition of American Public Employees—a coalition which Mrs. Barrett termed "long overdue."

The conference followed an organizational meeting of the group's interim board of directors, consisting of Mrs. Barrett; NEA Acting Executive Secretary Allan West; President Jerry Wurf and Secretary-Treasurer William Lucy of the American Federation of State, County, and Municipal Employees, AFL-CIO; and President Howard McClennan of the International Association of Fire Fighters, AFL-CIO.

NEA, AFSCME, and IAFF are the initial participating organizations in the Coalition. They have approximately 2 million members. Through bargaining agreements, however, they represent nearly 4 million public employees. The Coalition's representational potential amounts to

(See TEACHERS, page 2)



NEA President Catharine Barrett announces the new Coalition. At left is AFSCME chief Jerry Wurf.

New executive secretary
See page 2

A new kind of Convention
See page 4

Candidates for NEA office
See page 5

Resolutions
See pages 6-13

Write your Congressmen
See page 3

NEA shoppers mart
See pages 14-15

Impact aid cuts called fiscal irresponsibility

(Continued from page 1)

dential vetoes.

Both House and Senate met the impoundment crisis with the introduction of anti-impoundment legislation, but a conciliation of the two versions had not been effected by the Easter recess. Some progress was reported, however, on the budget control issue. On April 16, the 32-member Senate-House study committee on budget control unanimously approved a report recommending the creation of special budget committees in each chamber to establish and enforce yearly spending and appropriations ceilings.

• Work on the five-year extension of ESEA will continue in the House Education and Labor Committee. Alternative proposals under consideration are the Administration's controversial special education revenue sharing package and a bill introduced by Rep. Albert Quie (R-Minn.), which would change the method of computing ESEA Title I allotments to states.

• A public employee collective bargaining bill, similar to the one initiated by NEA last year, is expected to be introduced shortly. NEA has stressed the importance of this legislation to teachers.

• Support for the NEA-initiated Mobile Teachers Retirement Act picked up in April when two more bills identical to HR 4924 were introduced to accommodate 40 additional members of Congress who wished to co-sponsor the legislation. The original bill was introduced by Reps. John Dent (D-Pa.) and Carl Perkins (D-Ky.).

• The House-passed extension of the Economic Stabilization Act is due for consideration by the Senate. The bill would extend for one year President Nixon's authority to impose wage and price controls.

• The Senate debate on the voter registration bill, interrupted by the Easter recess, was scheduled to resume when Congress reconvened. White House opposition and a seven-day filibuster had prevented an up-or-down vote before Easter.

IMPACT AID FUNDS FOR 1972-73 SCHOOL YEAR

Public Law 874—Maintenance and Operations

State or Area	1972 Payments	Funds Released for Current Year
Alabama	$ 9,750,166	$ 8,022,000
Alaska	23,457,876	14,914,400
Arizona	12,747,571	8,600,200
Arkansas	3,104,970	2,194,500
California	76,577,331	55,520,600
Colorado	12,765,583	9,517,400
Connecticut	3,838,347	2,730,300
Delaware	2,051,687	2,308,400
Florida	17,741,029	13,485,200
Georgia	16,637,457	14,078,200
Hawaii	10,945,538	7,869,400
Idaho	3,280,756	2,398,700
Illinois	13,329,632	9,670,200
Indiana	3,324,105	2,378,600
Iowa	2,174,273	1,625,300
Kansas	8,445,114	5,689,400
Kentucky	8,982,337	8,413,500
Louisiana	3,643,242	2,810,000
Maine	3,101,994	2,175,600
Maryland	29,879,298	22,073,700
Massachusetts	13,311,994	9,935,100
Michigan	5,653,773	3,858,800
Minnesota	3,189,369	2,350,100
Mississippi	3,110,946	2,211,700
Missouri	8,111,328	6,036,400
Montana	5,711,077	3,965,100
Nebraska	5,163,018	3,620,200
Nevada	3,549,930	2,583,000
New Hampshire	2,309,156	1,661,000
New Jersey	14,285,765	9,841,800
New Mexico	13,944,927	9,584,400
New York	27,355,168	13,314,900
North Carolina	15,221,951	14,444,700
North Dakota	5,035,160	3,491,600
Ohio	10,291,091	7,931,200
Oklahoma	11,692,378	8,325,200
Oregon	3,662,262	2,734,500
Pennsylvania	27,361,406	6,320,100
Rhode Island	4,296,289	3,003,900
South Carolina	9,453,216	8,408,200
South Dakota	5,617,849	3,688,400
Tennessee	6,992,356	5,375,700
Texas	33,250,028	23,629,700
Utah	7,917,755	5,992,100
Vermont	132,238	95,400
Virginia	36,519,357	28,679,200
Washington	14,185,049	10,233,200
West Virginia	765,110	448,800
Wisconsin	1,958,159	1,469,900
Wyoming	2,494,715	1,742,700
District of Columbia	3,965,678	3,075,500
Guam	2,589,560	1,853,200
Puerto Rico	8,064,810	8,280,500
Virgin Islands	113,463	88,200
Wake Island	277,120	250,000
TOTAL	583,331,756	415,000,000

Teachers, public employees join hands

(Continued from page 1)

about 13.5 million.

Another major organization of public employees, the National Association of Internal Revenue Employees (NAIRE)—an independent group—joined the Coalition of American Public Employees in April.

NAIRE has approximately 60,000 members—Treasury Department employees, former employees, and retirees. It represents about 85 percent of all eligible Internal Revenue Service employees.

NAIRE was established in 1938 and has 100 chapters throughout the nation. Its president, Vincent L. Connery, was named to the Coalition's board of directors.

Applications for membership in the Coalition from other public employee organizations are expected in the near future.

Hatch act hit

One of the Coalition's first acts was to enter a friend-of-the-court brief in the U.S. Supreme Court in an attempt to outlaw the Hatch Act, which denies federal employees the right to participate in political activities. The Act serves as a model for "little Hatch Acts" in states and communities that deny similar rights to teachers and other public employees.

The Coalition board authorized its attorneys to file another friend-of-the-court brief in a case involving the denial of due process to a federal employee which has important implications for all public workers. The employee was dismissed without an impartial hearing and without being afforded the opportunity to present his own witnesses or to confront witnesses who had testified against him.

It further directed attorneys to take appropriate legal action against the practice of the Internal Revenue Service in taxing public employees on that part of their salary they are required to pay into retirement systems but which they receive only after their working days are over.

State coalitions

Twenty-one state education associations have either participated in establishing state coalitions of public employees modeled after the Coalition of American Public Employees or have endorsed the concept by delegate or board action.

The latest endorsement was made by the Wyoming Education Association, whose delegate assembly passed the following resolution:

"The Wyoming Education Association endorses the participation of the National Education Association in the formation of the Coalition of American Public Employees. The Delegate Assembly directs the WEA board to explore the formalizing of a similar relationship with other organizations of public employees in the State of Wyoming."

Other state affiliates which have supported the action of NEA in participating in the national Coalition and which have taken action to involve themselves in state groups patterned after the Coalition include those in: Alaska, California, Connecticut, Colorado, Florida, Hawaii, Illinois, Indiana, Kansas, Kentucky, Michigan, Minnesota, Mississippi, Missouri, Nebraska, New Hampshire, Pennsylvania, Oregon, South Carolina, and Wisconsin.

TERRY HERNDON NAMED EXECUTIVE SECRETARY

A 34-year-old Michigan educator, Terry E. Herndon, has been named NEA executive secretary.

NEA President Catharine Barrett said the 10-member NEA Executive Committee selected Herndon for the top executive post from scores of applicants all over the nation. He is now executive secretary of the Michigan Education Association.

When she announced the nationwide search in January, Mrs. Barrett said: "We are seeking an individual from either inside or outside the education profession who is capable of serving as the head of a 1,100-member staff which responds to . . . members with many diverse programs and services including such areas as instruction, legislation, and human and public relations; field and legal services; research; and special services."

Herndon, a former teacher who has been executive secretary of MEA since 1969, succeeds Sam M. Lambert, who retired effective April 1. Lambert had been on sabbatical leave, with Allan M. West serving as acting executive secretary.

Before becoming executive secretary of the 75,000-member Michigan association, Herndon was a staff member of NEA's Division of Field Services, advancing to the position of division assistant director. He worked with local and state education associations in training teachers in negotiations procedures and served as a consultant.

NEA President Catharine Barrett introduced the new NEA executive secretary to the press at a March conference. At that time, Herndon said he sees the years immediately ahead as "a time of challenge . . . and a time of great opportunity."

The Michigan Education Association's board of directors, meeting March 16-17 in Battle Creek, passed two resolutions, one in tribute to retiring NEA Executive Secretary Sam Lambert and the other praising Terry Herndon, MEA executive secretary who is succeeding Dr. Lambert.

Authorizing the MEA president to release Herndon to his new duties "whenever he can be spared," the board's resolution said that "with pride and regret we rejoice in Mr. Herndon's good fortune—a fortune he has created through honesty, good work, and careful judgment. These qualities have done much for MEA; they shall do much for NEA. We have lost an employee; we still have a friend and counselor."

The resolution gave Herndon credit for rebuilding MEA unity "in commitment to programs solving our mutual problems."

The resolution honoring Lambert cited "his contributions to the growth of education in the nation and the success of the NEA's programs" which reflected "his leadership and dedication." The resolution was presented by Michigan NEA Director Gene Duckworth.

Terry E. Herndon

nea reporter

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Catharine Barrett . . . President
Terry E. Herndon . . . Executive Secretary
John D. Sullivan . . . Publisher

Marshall O. Donley, Jr. . . . Editor
Dorothy K. Pierce . . . Assistant to the Editor

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EDPRESS

TEACHERS: Is education worth TWO CENTS?

If you think your schools are in crisis now, just wait. If you think you had a hard time bargaining your last contract, look for it to get worse.

If you're having trouble getting good textbooks and others materials, plan on it being harder next year.

Does your Congressman really know—or care—about what happens to your school? From our contacts on Capitol Hill, we'd bet he does. If you have any doubts, write him. If you know he cares, tell him you're glad. In any case, if you care, you will write your Congressman and ask him to support NEA's efforts to put education at the top of our national priorities . . . and reject White House/OMB proposals that would repeal, repackage and ravage federal education programs that are working.

Of the Nixon Administration's fiscal 1974 dollar, a mere two cents goes to education. Isn't education worth more than that?

Here's what we need—and we'll get it if you care enough about the kids you teach to act. . . . Pick an issue or even several issues and let your Congressman and Senators know where you stand. We need enough federal dollars to assume a full third of the cost of public education; a five-year extension of ESEA and impact aid programs; a law to prevent wholesale impoundment by the Administration; a collective bargaining law for public employees; a mobile teacher retirement law; and enough votes in Congress to head off tax credits for nonpublic schools.

We need your support of these and other NEA positions through letters or personal visits to your Representative and Senators—now.

Tell it to your Congressmen

The most important letters you write this year could be those you send to your Congressman and Senators. They want to know your views. They respect the opinions of teachers. And they want to be reelected!

Tip: Relate your communications specifically to the education situation in your district wherever possible.

Listed below are the addresses for the Senate and House Office Buildings. Your city or county clerk can give you the names of your Congressman and Senators.

House: The Honorable ———
House Office Building
Washington, D.C. 20515

Senate: The Honorable———
Senate Office Building
Washington, D.C. 20510

STATUS OF MAJOR EDUCATION-RELATED BILLS AS OF APRIL 30—93RD CONGRESS

Bills & Committee Assignment	House	Senate	Provisions
ESEA AMENDMENTS OF 1973 HR 69 (Education & Labor)	Hearings recessed		Extends ESEA and Impact Aid programs through fiscal 1978. *NEA supports.*
EDUCATIONALLY DISADVANTAGED HR 5163 (Education & Labor)	Hearings recessed		Changes basis of distribution formula for Title 1, ESEA, from poverty to educational underachievement. *NEA opposes.*
SPECIAL REVENUE SHARING FOR EDUCATION HR 5823 (Education & Labor) S 1319 (Labor & Public Welfare)	Hearings recessed	Hearings begun	Administration proposal to consolidate programs and redistribute funds under five categories: disadvantaged, impact, vocational, handicapped, and support services. *NEA opposes.*
GENERAL AID TO EDUCATION HR 16 (Education & Labor	Hearings recessed		Provides general support to schools through basic and equalization grants. *NEA opposes provisions for nonpublic sector.*
TAX CREDIT FOR NONPUBLIC EDUCATION HR 49 (Ways & Means)	In Committee		Allows an income tax credit up to $200 for tuition paid to a private nonprofit elementary or secondary school. *NEA opposes.*
INDIAN SELF-DETERMINATION AND EDUCATIONAL REFORM ACT S 1017 (Interior & Insular Affairs)	In Committee		Provides assistance to public school education of Indian pupils and for school construction, teacher education, and summer youth intern programs. *NEA supports.*
COLLECTIVE BARGAINING	Introduction imminent		Requires teachers and school boards to bargain in good faith, and establishes a mechanism to regulate the process. *NEA initiated.*
COPYRIGHT REVISION S 1361 (Judiciary)	In Committee		Overhauls 1909 law. Sets standards for use of copyrighted materials for educational purposes. *NEA supports with reservations.*
METRIC CONVERSION HR 1234 (Science & Astronautics) S 100 (Commerce)	Hearings completed	In Committee	Provides for a national program to make the international metric system the official U.S. measurement system within ten years. *NEA supports.*
MOBILE TEACHERS RETIREMENT ACT HR-4924, HR 6557-HR 6558 (Education & Labor)	In Committee		Permits teachers to change employment across state lines without substantial loss of retirement benefits. *NEA initiated.*
RETIREMENT INCOME TAX CREDIT HR 6220 (Ways & Means) S 1129 (Finance)	In Committee	In Committee	Provides more equitable income tax treatment to retired teachers and others whose income is derived from sources other than Social Security. *NEA supports.*
VOTER REGISTRATION S 352 (Post Office & Civil Service)		Debate in progress	Provides for voter registration in federal elections through postcard forms. *NEA supports.*
CONSTITUTIONAL AMENDMENT—ANTIBUSING SJ Res. 9, 14, 28, 35, 36, 47 & 62 (Judiciary)		Hearings recessed	Provides that the Constitution shall not require that pupils be assigned or transported to public schools on the basis of race, color, religion or national origin. *NEA opposes.*
APPROPRIATIONS, FISCAL 1974	Budget Submitted	Budget Submitted	Another "hold-the-line" education budget, including requests for special revenue sharing for education. *NEA opposes.*
IMPOUNDMENT CONTROL HR 5193 (Rules)	Hearings in progress		Requires the President to notify Congress whenever he impounds funds and gives Congress authority to disapprove such impoundments. *NEA supports.*
S 373 (Government Operations)		Reported 4/3/73	Imposes a $268 billion ceiling on federal spending for fiscal 1974; gives Congress power to disapprove Executive impoundments. *NEA supports.*

Convention '73

This year we're holding A different kind of Convention

The 1973 NEA Convention—in a format newly designed by NEA President Catharine Barrett—opens June 29 at the Portland (Oregon) Memorial Complex.

The first three days of the Convention will be devoted to a new concept—a Critical Issues in Education Conference keynoted by Sen. Edward M. Kennedy (D-Mass.), who will speak Friday evening, June 29.

Mrs. Barrett has chosen "1983: School As a Concept, Not a Place" as the theme for the Critical Issues conference. She introduced this theme in an issue of the *Saturday Review* earlier this year.

The session on Saturday morning, June 30, will begin with presentations by two prominent members of the House Education and Labor Committee—Rep. Albert Quie (R-Minn.) and Rep. James G. O'Hara (D-Mich.)—and economist Walter Heller. They will examine political, judicial, and economic problems facing education.

Sunday speakers

On Sunday morning, July 1, speakers will be Rep. Shirley Chisholm (D-N.Y.) and two best-seller authors—psychologist Haim G. Ginnott and teacher Jonathan Kozol. They will discuss social, psychological, and cultural pressures on the education process.

A panel of newsmen and women will question the speakers following their presentations both mornings.

Afternoon sessions during the Critical Issues conference will be devoted to group sessions designed to give delegates a chance to participate. (A partial list of afternoon topics appears below.)

Sen. Edward M. Kennedy
Keynote speaker

Preceded by a day of open hearings on budget, bylaws, and resolutions, NEA business sessions begin at 11 a.m. Tuesday, July 3. A special information hearing on the Committee of 12 Proposal has also been scheduled. Task force reports and presentation of the Friend of Education Award are scheduled for Wednesday, July 4. An address by 1973-74 NEA President Helen D. Wise is scheduled for Friday, July 6, the final day of the Convention.

Two organizational matters will probably take the forefront during the Representative Assembly sessions, NEA President Barrett said. They are (1) structure of the Association and needed changes resulting from the defeat of the Con Con proposals and (2) NEA policy on merger, outlined in New Business Item #20. Item #20 says, in part, that "in the future, the NEA and its affiliates will not enter into a merger requiring affiliation with the AFL-CIO."

Voting on bylaws and election of new officers will take place July 6. (Proposed amendments for the bylaws and standing rule appear in the April issue of *Today's Education.* Candidates for NEA office as of this date are reported at right)

Saturday, June 30
Political, Economic, and Judicial Issues

- The impact of consumerism on education
- The drug dilemma: the legal, political, economic aspects
- The growing effectiveness of teachers as a political force
- Equality of the sexes: future lifestyles and the implication for education
- School finance reform: Who should pay?
- Students' rights: Will participatory democracy work in the schools?
- The future of public employee organizations
- Teacher accountability and the decision-making process

Sunday, July 1
Social, Psychological, and Cultural Issues

- The drug dilemma: psychological, social, cultural aspects
- Challenges for educators: sex education and venereal disease
- Pornography: Does it affect the classroom?
- Equality of the sexes: future lifestyles and the implication for education.
- Is population control a job for the schools?
- Ecological education: alternative to disaster
- Violence in the schools: growing up with guns
- Alternative schools: threat or promise

NEA President Barrett
Will preside

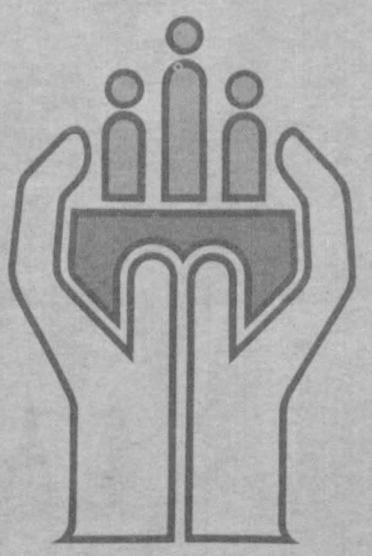
Proposals for changes in NEA resolutions—on matters ranging from accountability to parochiaid—appear on pages 6 through 13 of this issue of the *Reporter.*

Host committee for the Portland Convention is headed by former NEA Board of Directors member Charles (Ted) Hinds of Oregon.

ACT sessions

Delegates to the Association of Classroom Teachers representative assembly Sunday, July 1, will determine the future course of their association.

Three amendments were placed on the floor of the 1972 ACT assembly so that classroom teachers, through their delegates to the 1973 assembly, can make the final decision. Each delegate will express the will of his constituency by voting *yes* on one of the following three amendments:



1. To establish the Association of Classroom Teachers as an autonomous association with its own dues.

2. To terminate ACT as a department of NEA and reconstitute the association as a classroom teacher caucus.

3. To rescind the ACT constitution and bylaws effective August 31, 1973.

The wording of these propositions will be slightly adjusted on the official ACT ballot.

Voting on these choices will take place between 6 and 9 p.m. July 1.

All ACT sessions will be held in the Portland Memorial Coliseum Arena. ACT President Alvia Barfield of California will preside.

A "Salute to ACT" is scheduled for Tuesday, July 3, as part of the NEA activities.

Those attending the Convention should bring a membership card which indicates unified or NEA membership. In addition, each NEA delegate should have in his possession the white temporary credential card given him by his local president or state executive secretary. There will be a $5 Convention service fee, payable when registering in Portland, for all delegates and nondelegates.

Convention '73

Day-by-day list of events

FRIDAY, June 29
1 - 5 P.M.
NEA registration opens
8 P.M.
First Critical Issues session

SATURDAY, June 30
9 A.M.
NEA commercial and association exhibits open
Candidates exhibits open
9:30 A.M.
Critical Issues general meeting
1 - 4 P.M.
Critical Issues Conference sessions

SUNDAY, July 1
9:30 A.M.
Critical Issues general meeting
1 - 4 P.M.
Critical Issues Conference sessions
4:30 - 6:30 P.M.
ACT business meeting
Special caucus meetings as requested

MONDAY, July 2
7:30 - 10 A.M.
State caucus meetings (daily)
10:15 A.M. - 12 noon
Open hearing: budget
12 noon - 2 P.M.
Open hearing: bylaws
2 - 4 P.M.
Open hearing: resolutions
4 P.M.
Information hearing: Committee of 12-Proposal
5 P.M.
Commercial and association exhibits close

TUESDAY, July 3
11 A.M.
Salute to ACT
Executive secretary's address
Preliminary reports: Credentials Committee; Committee on Elections
Nominations
3 P.M.
Presentation of candidates for NEA office
Introduction of new business
5 P.M.
Delegate registration closes
7 P.M.
Human Relations dinner

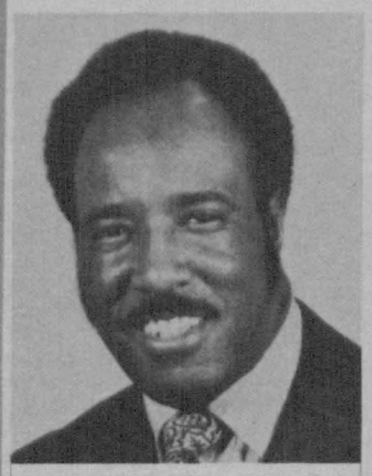
WEDNESDAY, July 4
11 A.M.
Task force reports
Report of Committee on Practitioner Involvement
Address of the president
Proposed bylaws changes
Deadline for submission of new business and proposed amendments to bylaws
3 P.M.
Report of Board of Directors
Report: Teacher Bill of Rights
Friend of Education Award
8 P.M.
Friendship (Candidates) Night
8 - 10 P.M.
Candidates exhibits close

THURSDAY, July 5
10:30 A.M.
Report of treasurer
Reports: resolutions, budget
2:30 P.M.
Action on resolutions

FRIDAY, July 6
9:30 A.M.
Adoption of 73-74 budget
Action on new business
1:30 P.M.
Presentation of new officers
Address by 73-74 president
Adjournment

Candidates for NEA office

For Vice-President (President-Elect) JIM HARRIS



Jim Harris' first priority is to become a president who will lead the membership—not a special interest group. Jim Harris says, "The function of the NEA president is to represent you . . . to provide the kind of leadership that facilitates the best emerging ideas and to respect each member as a human being. He must be devoted to finding solutions to problems utilizing logical and innovative processes, not by irrational arguments designed to inflame the emotions."

Jim's priorities include: (1) A strong INDEPENDENT, united NEA, welcoming any qualified educator or teacher group who believes in a profession controlling its own destiny. (2) Resolutions which guarantee each state a direct voice in the affairs of the NEA by representation of at least one member on the Board of Directors and at the same time reducing the current size of the Board, yet providing equitable representation to those states or regions having a heavy concentration of NEA members. (3) A lobby in Congress, second to none, that will lift education to the top of the nation's priorities. (4) A two-year term for the NEA president. (5) Working relationships with other public employee groups that will create a political force to be reckoned with. (6) An all-inclusive organization that guarantees proportional representation to classroom teachers. (7) Minority guarantees to elective and appointive bodies. (8) Teacher control of teacher preparation and in-service training. (9) Student involvement in all aspects of the association. (10) And, a program that moves NEA to a position of action rather than reaction.

For Executive Committee VIVIAN R. BOWSER

Vivian R. Bowser teaches fifth and sixth grade academically able students in T.M. Fairchild Elementary School, Houston Independent School District. A biology major, with 23 year's experience, Vivian graduated from Prairie View A&M College, Texas; received Professional Elementary Certification through Texas Southern University, Houston; and Special Certification in Teaching the Atypical through University of New Mexico at Albuquerque.

Now president of the 54,000 member Texas Classroom Teachers Association, Vivian has a successful record of professional organization leadership.

Local:
Faculty Representative
Legislative Assemblyman
Area Director
Executive Committee
President
District:
President
State Education Association:
Professional Rights and Responsibilities Committee; Research and Finance Committee.
National:
Advisory Council — ACT-NEA, 1962-63; 1968-70; 1972-73

Committee on Program and Organizational Development

Constitutional Convention—Study Committee, Steering Committee, Secretary, Transition Committee.

Vivian's involvement in community affairs includes active membership in Trinity United Methodist Church; W.I.C.S.; Delta Sigma Theta sorority's joint Project for Rehabilitation of Female Inmates in Federal Penal Institutions; Girl Scouts; the YWCA; Advisory Committee—Mexican American Education Council.

For Executive Committee ROBERTA HICKMAN

Roberta Hickman is a kindergarten teacher from Urbana, Illinois, who, during her first term on the NEA Executive Committee, has faithfully kept her pledge to listen to and represent classroom teachers.

Having started her teaching career in Texas, the spunky educator moved to Illinois in 1968 and soon emerged as a strong leader of the Urbana Education Association. Two terms as local president and another as chief negotiator resulted in one of the first and finest master contracts in Illinois, one of the first Unified locals and one of the first local UniServ programs. She went on to serve on the Illinois Education Association Board of Directors and as a leader in achieving statewide unification and a comprehensive state UniServ program.

Besides serving on the NEA Executive Committee for the past two years, Mrs. Hickman has been a member of the NEA Board of Directors and has served on NEA's Program and Budget Committee for two years. A long-time supporter of teacher political action, Roberta was named vice chairwoman of NEA-PAC.

Mrs. Hickman is married and has two daughters (19 and 20 years of age). She received her B.S. degree from the West Texas State University and her M.Ed. degree from the University of Illinois. She is a member of Delta Kappa Gamma.

The IEA strongly endorses Roberta Hickman for a second term on the NEA Executive Committee to ensure an independent united teaching profession and continuing strong leadership for classroom teachers by a classroom teacher. We need her. Let's keep her.

For Executive Committee RAY ROSSOMANDO

The Connecticut Education Association, CEA-ACT, and many locals endorse Raymond W. Rossomando for Executive Committee.

An advocate of teacher control of the association, Ray has been president of his local, CEA secretary and president, and serves on the CEA executive committee. He negotiated his local's first contract and has aided other locals.

He is action-oriented—a member of the local town political committee, past PTA president, and Con Con delegate. He has been a member of countless community, state, and regional committees. He initiated UniServ, PAC, and CAPE in Connecticut. A fighter for educational finance, he instituted a successful court action against the Governor's withholding of state support of education. He supported the first State Conference on Women's Rights and stimulated increased minority participation in CEA. During the wage freeze, he helped achieve equitable resolutions for Connecticut teachers. During past NEA conventions he successfully amended bylaws protecting the rights of locals to representation, and led the opposition to the Con Con document, believing rights to representation were being denied.

He supports a strong Association and will strive for teacher unity through a politically effective, independent and unified NEA, preserving the rights of locals and states.

Ray, an NEA life member, is a science teacher. He received his B.S., M.A., and 6th year certificate from Fairfield University and attended several other universities. Ray, a resident of Trumbull, is married and the father of four.

NEA Standing Rule 10, on "Advance Filing and Publicity," makes the following provisions:

"Individual members or affiliates of the NEA planning to nominate a person for vice-president, treasurer, or member of the Executive Committee, may file their intention in writing with the executive secretary of the NEA, along with a statement of consent of the candidate and picture and biographical data of the candidate.

"The executive secretary of the NEA shall cause to be published in an NEA publication sent to active members a picture and biographical statement of each candidate who has the endorsement of his state association and/or an affiliated Department within his state, and who has filed and presented such data by March 1. Distribution and display of campaign literature shall be restricted to the year of the nominee's candidacy."

THE REPORTER here presents pictures and biographical statements (submitted by their sponsors) of candidates for vice-president (president-elect) and for Executive Committee whose sponsors have met the requirements stipulated in Standing Rule 10.

Listed below are other candidates who have filed for NEA office and whose names will appear on the ballot at the 1973 Representative Assembly. They are in compliance with the requirements qualifying a member to be a candidate. Their photographs and biographical information do not appear because conditions prescribed in the Standing Rules for such publication were not met.

- Antonia Cortese, New York, candidate for vice-president (president- elect)
- George Jerry Gumeson, California, candidate for vice-president (president-elect)
- L. Gordon Bittle, California, candidate for Executive Committee
- Ester F. Wilfong, Washington, candidate for Executive Committee.

Proposed Resolutions '73

98-member committee reviews proposals

NEA's 98-member Resolutions Committee met recently to review action on the Association's 1972 resolutions and to discuss the proposed 1973 resolutions. The committee—with members from every state and from overseas—received information before preparation of the preliminary report.

Committee Chairman Oliver Freeman reported that "it was extremely helpful to the committee members to receive firsthand information and recommendations from President Barrett and from representatives of committees." The committee acted on several proposals and deferred action on some, requesting that additional information be provided before the Portland Convention.

Delegates are urged to bring this issue of the NEA REPORTER to the Portland Convention. The preliminary report of NEA resolutions will not be reproduced widely in any other form.

The proposed 1973 resolutions (which appear on this and the next pages) are subject to change and addition of topics at the 1973 Convention in Portland. "Members are urged to send comments on the preliminary report along with any other proposals to the Resolutions Committee staff at NEA Headquarters, so that the committee can consider them in Portland," Freeman said.

Resolutions to be changed, edited, or deleted are starred, with the proposed resolution followed by last year's version. A brief italicized description follows each recommended change.

RESOLUTIONS—NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

Preamble

The Charter of the National Education Association states that the purpose and objects of the said corporation shall be "to elevate the character and advance the interests of the profession of teaching and to promote the cause of education in the United States."

The purpose and objects of the Association are, therefore, regularly set forth in a statement of resolutions committing the Association to action, upon adoption by the Representative Assembly. The Resolutions Committee defines resolution as an expression of the belief or position of the Association or the direction in which it is moving. A resolution calls for interpretation or action by various agencies including the Association.

Resolutions of a more permanent nature are "Continuing Resolutions." The titles of these resolutions will be preceded by the letter "C" and the appropriate number. Resolutions which require immediate action are "Current Resolutions." Their titles will be preceded by the appropriate year and number.

In addition to policy set by resolution, the Assembly may adopt items of new business. Standing Rule 6(j) states: "New business consists of those motions that reflect the will of the Assembly on matters which relate to the operation of the Assembly or programs of action for the Association. Such motions are specific in nature and terminal in application."

CONTINUING RESOLUTIONS

A. Education in America

C-1. Educational Opportunity for All

The National Education Association believes that education should be provided from early childhood through adulthood, be suited to the needs of the individual, be nonsegregated, be offered beyond the traditional school day and school year, be offered at public expense, and be required through the secondary school. The individual also must be free to choose, to supplement, or to substitute education in privately supported nonpublic schools.

C-2. Public Education

The National Education Association believes that solutions to the problems facing public education must preserve and strengthen the priceless heritage of free public educational opportunities for every American.

Free public schools are the cornerstone of our social, economic, and political structure and are of utmost significance in development of our moral, ethical, spiritual, and cultural values. Consequently, the survival of democracy requires that every state maintain a system of free public education and safeguard the education of all.

The public school system is not expendable. Any movement that would diminish this vital asset will be opposed by the Association.

C-3. Schools in Crisis

The National Education Association believes that many schools are in crisis, evidenced by decay, neglect and continuing deterioration. These schools must be provided with higher than average per pupil financial allocations to increase staff, buildings, and instructional material. Massive financial support is required to provide quality education. Organizational patterns must be developed which effectively involve parents, teachers, and students.

The Association urges its affiliates to initiate programs which strengthen and enhance the education provided by these schools. It believes its affiliates are uniquely able to design programs to inform and assist teachers in such schools. Continuous communication and involvement with community groups are keys to the success of such programs.

The Association directs its officers and staff to design action programs and seek necessary legislation and financial support to improve schools in crisis.

C-4. Desegregation in the Public Schools

The National Education Association believes it is imperative that desegregation of the nation's schools be effected. Policies and guidelines for school desegregation in all parts of the nation must be strengthened and must comply with Brown *v.* Board of Education; Alexander *v.* Holmes County Board of Education, Mississippi; other judicial decisions; and with civil rights legislation.

The Association recognizes that acceptable desegregation plans will include a variety of devices such as geographic realignment, pairing of schools, grade pairing, and satellite schools. These arrangements may require that some students be bussed in order to implement desegregation plans which comply with established guidelines adhering to the letter and spirit of the law. The Association urges that all laws of this nation apply equally to all persons without regard to race or geographic location.

The Association will continue to oppose vigorously desegregation plans and practices that result in the systematic displacement or demotion of black principals and teachers. It urges federal agencies charged with approving and enforcing plans to do the same.

The Association believes that educators must have a voice in the decision-making process that involves transfer of educators to achieve racial balance.

B. Professional Competence

*C-5. A Certificated Educator in Every Professional Position

The National Education Association believes that each educator must have the knowledge and skills necessary to perform his duties.

The Association will work to assure that all professional positions, including special subject areas, are filled by a certificated educator.

The Association will resist any attempts to diminish the quality of learning or services through the elimination of teaching positions or through the revision of school staff management under the guise of improving educational opportunity.

Title changed. Revised to update.

C-5. A Competent Educator in Every Professional Position

The National Education Association believes that each educator must have the knowledge and skills necessary to perform his duties based upon a broad general education with depth of preparation in special areas and a commitment to continued learning.

The Association will work to assure that each professional position is filled by a qualified and certificated educator. It will resist any attempts to diminish the quality of learning or services through the elimination of teaching positions, through the arbitrary increase in size of classes, number of students served, or through the employment of noncertificated personnel in teaching or service roles.

C-6. Evaluation and Subjective Ratings

The National Education Association believes that it is a major responsibility of educators to participate in the evaluation of the quality of their services. To enable educators to meet this responsibility more effectively, the Association calls for continued research and experimentation to develop means of objective evaluation of the performance of all educators, including identification of (a) factors that determine professional competence; (b) factors that determine the effectiveness of competent professionals; (c) methods of evaluating effective professional service; and (d) methods of recognizing effective professional service through self-realization, personal status, and salary.

The Association also believes that evaluations should be conducted for the purpose of improvement of performance and quality of instruction offered to pupils, based upon written criteria and following procedures mutually developed by and acceptable to the teacher association, the administration and the governing board.

The Association insists that the evaluation program must recognize the rights of the educator who is evaluated. These include the right to:

a. Information concerning the evaluation procedure of the school district or institution.

b. Open evaluation without subterfuge and advance notice of evaluation visits with discussion of the teacher's goals and methods.

c. Evaluation at least in part by peers skilled in the teacher's professional or subject area.

d. Consultation in timely fashion after a formal evaluation visit and receipt of and opportunity to acknowledge in writing any formal evaluation report prior to placement in a personnel file.

e. Evaluation reports which assess strengths, note progress, indicate remaining deficiencies and suggest specific measures the teacher can take to overcome indicated deficiencies.

f. Participation in a professional development program including such activities as appropriate counseling and supportive services, released time for in-service work, and opportunity to observe or seek and give assistance to other teachers in classroom settings other than one's own.

g. Review of any material considered derogatory prior to placement in the individual's personnel file and submission of a written answer attached to the item in the file.

h. Supervision which is constructive, provides an opportunity to correct deficiencies, takes into account the variety of learning and teaching environmental factors, and emphasizes career development of the professional educator.

The Association believes that examinations such as the National Teacher Examination must not be used as a condition of employment or a method

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for evaluating educators in service for purposes such as salary, tenure, retention, or promotion.

C-7. National Council for Accreditation of Teacher Education

The National Education Association believes in the importance of national accreditation in teacher in education and supports the National Council for Accreditation of Teacher Education as the single national agency to perform this function.

The National Council should remain broadly representative of the teaching profession, and the various branches of the profession, specifically practicing classroom teachers in grades K-12, must be included on the Council and on its committees and visiting teams.

C-8. Paraprofessional and Auxiliary Personnel

The National Education Association urges local school systems to provide classroom teachers with a supportive staff to free the teacher from nonteaching duties. The Association also urges its affiliates and local school systems to become involved in the recruitment, orientation, and training of paraprofessional and auxiliary personnel.

The Association calls upon its local affiliates to resist efforts by school boards to use the employment of paraprofessional and auxiliary personnel as an excuse to increase class size.

The Association condemns the practice of assigning paraprofessionals who hold teaching certificates to professional assignments without changing their status on salary schedules commensurate with the new assignment. The Association urges its local affiliates to negotiate for the payment of the appropriate professional salary to paraprofessionals holding teaching certificates during the time they may be assigned professional duties.

C. Educational Programs Adapted to Individual and Social Needs

C-9. Physical Environment for learning

The National Education Association believes that the physical environment for learning must keep pace with the growth in the number of students and the changes in methods of teaching and of presenting instructional materials. Schools must be safe, healthful, and attractive. Instructional space must be flexible. Instructional materials and equipment must be provided in sufficient variety to serve all students.

C-10. Improvement of Instruction

The National Education Association believes that a prime responsibility of professional associations is to stimulate significant improvements in the quality of instruction. Much of the responsibility to make educational changes should lie with the teachers through their influence and involvement in democratic decision making in and out of the school.

The Association supports the principle of involving its National Affiliates, Associated Organizations, and Departments in efforts to improve instruction in our schools.

The Association urges local affiliates to involve members and those affected in the development and implementation of programs for instructional improvement, curriculum development, and individualization of instruction relevant to the needs of the students.

The Association recommends that professional educators enter into active collaboration with research and development specialists, both in regional educational laboratories and in industry, to promote technology's potential contribution to education by guiding the development of technology in the most educationally sound directions. It encourages school systems to establish learning materials centers.

The Association further recommends that the profession, in cooperation with other interested groups, establish standards for educational materials, and insist that publishers and producers use the services of a competent educational institution or facility to field test, in actual classroom situations, such materials, and publish the results of their effectiveness.

C-11. Selection of Materials

The National Education Association believes that decisions on which school learning experiences will develop a student's talents are best made by a teacher who knows the learner. Teaching quality depends on freedom to make such decisions. Teachers must select instructional materials without censorship. Challenges of the choice of instructional materials must be orderly and objective, under procedures mutually adopted by professional associations and school boards.

The Association urges its affiliates to seek the removal of laws and regulations which restrict the selection of a diversity of instructional materials or which limit educators in the selection of such materials.

C-12. Cultural Diversity in Instructional Materials

The National Education Association believes that educational materials should portray our cultural diversity and the contributions of ethnic minority groups. Ethnic minority teachers must be involved in selecting such materials, and in preparing teachers for their use.

The Association recognizes that additional instructional materials chosen for classrooms and libraries may rightfully contain a number of points of view to allow students to become familiar with the attitude and recommendations from various segments of the literary world.

*C-13. Bilingual Education

The National Education Association urges and will support its members and affiliates in seeking repeal of state laws prohibiting the teaching of subjects other than foreign languages in any language but English. The Association further urges the enactment of legislation that requires bilingual education according to need and that will provide necessary funds to develop and provide teaching materials appropriate for students whose sole or major language in the home is not English.

Revised to clarify intent.

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C-14. Health of Children

The National Education Association recognizes that the total environment, including home, school, and community affects the mental, emotional, and physical health of children.

The Association believes that a wholesome environment is essential for the proper education and growth of children. It urges its affiliates to support programs which would—

a. Promote educational programs for parents to improve home atmosphere.

b. Provide special preventive services in the schools to detect impending difficulties early.

c. Improve educators' understanding of child growth and development to ensure the provision of a climate in the school conducive to good health.

d. Strengthen and improve the enforcement of child abuse laws.

e. Provide increased utilization of teachers, pupil personnel, and health service staffs, and students in team efforts to resolve the causes of mental, emotional, and physical problems of children.

f. Provide comprehensive school and community health facilities and federal health plans to meet the needs of children.

C-15. Pupil Personnel Services

The National Education Association urges that pupil personnel services, including counseling, social work, health, and psychological services, be increased, and established where they do not now exist, particularly in elementary schools.

C-16. Conversion to the Metric System

The National Education Association believes that a carefully planned effort to convert to the metric system is essential to the future of American industrial and technological development and to the evolution of effective world communication. It supports federal legislation that would facilitate such a conversion.

The Association declares that teachers of all grades should teach the metric system as the preferred system of weights and measures of the United States, and beginning in 1973-74, should teach the metric system with greater emphasis to assure, as a national goal, the orderly transition to the use of the metric system as a primary system by 1980.

C-17. Moral and Ethical Values

The National Education Association believes that an understanding of the American heritages and the traditional values of the American way of life is a primary goal of teaching and learning in the public schools.

The Association recommends that all educators emphasize, through their professional activities inside and outside the classroom, the application of our moral and ethical values.

The Association also urges that schools make every effort to develop in school-age citizens, through curriculum, programs, and activities, a capacity for moral judgment and a sense of responsibility in both the public and the private spheres.

C-18. Human Relations in the school

The National Education Association believes that improved human relations is essential to the school environment. To improve human relations in schools, the Association calls for—

a. School recruitment policies that will ensure culturally diverse certificated and support staffs.

b. The development of ways to improve police-community and student-police relations through the joint efforts of school, community, and law enforcement agencies.

c. The reduction of the ratio of students to certificated staff to the level teachers determine, in each case, is essential to improved learning.

d. Further research and development of ways to identify, change, and, if necessary, exclude prejudiced personnel who exhibit prejudiced behavior detrimental to the school environment.

e. The training of police in behavioral sciences, sociology, and human relations to encourage an enlightened approach to law enforcement.

C-19. Human Relations Day

The National Education Association believes that the attention of the people of the nation should be focused on the importance of human relations during special activities at least one day each year. It recommends that state associations urge their governors to proclaim January 15 as "Human Relations Day," in memory of Dr. Martin Luther King, Jr. The Association calls upon the President of the United States to proclaim January 15 a national holiday. The Association encourages its affiliates and all school systems to plan observances on this date that will promote good will among men.

D. Financial Support

C-20. Basic Financial Support

The National Education Association believes that to achieve the Association's commitment to Education in America, and to assure fair tax practices for all citizens, public education must be supported from public tax sources in accordance with the following principles:

a. The federal share of financing public education must be at least one-third the total cost.

b. The state and local share of finance must be derived from a tax system which is balanced and complementary in nature, includes all broad-based taxes, reduces the excessive reliance on property taxes, and protects subsistence income.

c. Restrictive limits must not be imposed on school budgets and long-term borrowing.

d. The amount of federal and state support must be generally predictable for long-range planning, and be specifically predictable for year-to-year planning.

e. Support programs must make adequate provision for research and development, and for promoting improvements in educational practice.

f. Local governing boards must be fiscally independent.

g. A process of continuing tax revision must be established at all levels of government.

h. The process of tax administration must be subject to continuing review.

C-21. Federal Support of Public Education

The National Education Association seeks general federal support for the whole of public elementary and secondary education. It believes that federal monies must be expended solely for public education. It seeks federal support in line with the following principles:

a. The Federal share of the costs of public elementary and secondary education must be at least one-third.

b. Federal funds must be allocated without federal control for expenditure and be suballocated by state education agencies.

c. The amount of aid must be generally predictable for long-range planning and specifically predictable for year-to-year planning.

d. Present programs of specific aid must be expanded and improved by consolidation and simplification of administration.

e. Public funded services for nonpublic school students must be strictly limited to medical and dental care, public welfare programs, school lunch and milk programs, and public safety services such as fire and police protection, which are budgeted and administered through the appropriate public agencies.

f. Federal legislation must comply with civil rights statutes, be consistent with the constitutional provision respecting an establishment of religion, and provide for judicial review as to its constitutionality.

The Association will oppose any bill which includes provisions in federal legislation to provide funds, goods, or services related to the instructional process for nonpublic schools or nonpublic school students.

*C-22. Professional Salaries

The National Education Association believes that the salary policy of any school system should be based on clearly defined factors which are applicable to salaries for all professional services including summer school, after-school activities, federally supported programs, exchange programs, and research and writing assignments. Teachers shall not be required to perform extra duties within the school day. No professional group should be overlooked in the establishment of such policies.

The Association believes that salary scales for principals, other building supervisors, and central-office administrators should be related to the salary schedule for teachers by ratios which reflect differences in assigned responsibilities and length of contract year. Said ratios should be developed and applied in such manner as to grant equal salary differentials for equal amount of advanced preparation.

1. The Association believes that a professional salary schedule for K-12 teachers should—

a. Be based upon prepara-

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tion, teaching experience, and professional growth.

b. Have structural continuity through the use of an index or percentage guide.

c. Be revised by methods that prevent deterioration in the ratios of maximum salaries, experience increments, and preparational differentials.

d. Provide scheduled minimum salaries which are competitive with beginning salaries paid to college graduates entering business and industry.

e. Provide a differential of 15 percent or more between the scheduled minimum salaries for the bachelor's degree and master's degree scales.

f. Have automatic annual increments for experience which are in no case less than 7 percent of the bachelor's degree minimum.

g. Provide for doubling the bachelor's degree minimum in the basic salary schedule with a master's degree or equivalency in no more than 10 years and for advancing at least to a ratio of 2.5 times the bachelor's degree minimum with advanced preparation and experience.

h. Establish salary credit for intermediate preparation levels between full-year classes to encourage academic advancement beyond the bachelor's degree.

i. Permit no discrimination as to grade or subject taught, residence, creed, race, sex, marital status, or number of dependents.

j. Place newly appointed teachers on step according to their teaching experience, allowing full credit for all previous service outside the district.

k. Be applied in actual practice in an equitable manner so that teachers are not penalized in changing assignments.

l. Be developed through the process of professional negotiation.

2. The Association believes that the salary policy of community and junior colleges, colleges and universities should be based on clearly defined objective criteria that are applicable to salaries for all professional services including summer sessions, inter-sessions, extra-curricular activities, federally supported programs, and research.

The Association believes that a professional salary for faculty should—

a. Be based upon preparation, experience, and length of service.

b. Have structural continuity through the use of an index or percentage guide.

c. Be revised by methods that prevent deterioration in the ratios of maximum salaries, experience increments, and preparational differentials.

d. Provide scheduled minimum salaries which are competitive with beginning salaries paid to college graduates entering business and industry, and adjusted annually through negotiated contracts which result in a doubling of the current annual minimum salary within ten years of faculty experience.

e. Assure that initial placement, advancement on the salary schedule, and promotions are based on objective criteria to eliminate the disparities which currently exist among faculty members of comparable preparation, experience, and length of service.

f. Be applied in an equitable manner permitting no discrimination as to level or subject taught, residence, creed, race, sex, or marital status.

g. Place newly appointed faculty on step according to their teaching experience, allowing full credit for all previous service outside the institution.

h. Be developed through the process of collective bargaining.

New concept in First paragraph. Revised "1.g."

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The Association believes that salary scales for principals, other building supervisors, and central-office administrators should be related to the salary schedule for teachers by ratios which reflect differences in assigned responsibilities and length of contract year. Said ratios should be developed and applied in such manner as to grant equal salary differentials for equal amount of advanced preparation.

1. The Association believes that a professional salary schedule for K-12 teachers should—

a. Be based upon preparation, teaching experience, and professional growth.

b. Have structural continuity through the use of an index or percentage guide.

c. Be revised by methods that prevent deterioration in the ratios of maximum salaries, experience increments, and preparational differentials.

d. Provide scheduled minimum salaries which are competitive with beginning salaries paid to college graduates entering business and industry.

e. Provide a differential of 15 percent or more between the scheduled minimum salaries for the bachelor's degree and master's degree scales.

f. Have automatic annual increments for experience which are in no case less than 7 percent of the bachelor's degree minimum.

g. Provide for doubling the bachelor's degree minimum in the master's degree class and for advancing at least to a ratio of 2.5 times the bachelor's degree minimum with advanced preparation beyond the master's degree class.

h. Establish salary credit for intermediate preparation levels between full-year classes to encourage academic advancement beyond the bachelor's degree.

i. Permit no discrimination as to grade or subject taught, residence, creed, race, sex, marital status, or number of dependents.

j. Place newly appointed teachers on step according to their teaching experience, allowing full credit for all previous service outside the district.

k. Be applied in actual practice in an equitable manner so that teachers are not penalized in changing assignments.

l. Be developed through the process of professional negotiation.

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b. Have structural continuity through the use of an index or percentage guide.

c. Be revised by methods that prevent deterioration in the ratios of maximum salaries, experience increments, and preparational differentials.

d. Provide scheduled minimum salaries which are competitive with beginning salaries paid to college graduates entering business and industry, and adjusted annually through negotiated contracts which result in a doubling of the current annual minimum salary within ten years of faculty experience.

e. Assure that initial placement, advancement on the salary schedule, and promotions are based on objective criteria to eliminate the disparities which currently exist among faculty members of comparable preparation, experience, and length of service.

f. Be applied in an equitable manner permitting no discrimination as to level or subject taught, residence, creed, race, sex, or marital status.

g. Place newly appointed faculty on step according to their teaching experience, allowing full credit for all previous service outside the institution.

h. Be developed through the process of collective bargaining.

C-23. Tax Deductions for Professional Expenses

The National Education Association believes that educators must continuously develop professionally and that expenses incurred to do so are professional expenses and must be uniformly deductible from gross income in the computation of federal and state income taxes. Included in such deductible expenses are those incurred on sabbatical leave or for educational travel when they satisfy employers' requirements for the maintenance and improvement of teaching skills.

The Association calls upon the Internal Revenue Service to apply these regulations uniformly and equitably in all of its districts.

*C-24. Teacher Retirement

The National Education Association believes that a retirement program for teachers includes—

a. Soundly financed retirement systems.

b. Benefits from state and local systems of at least 50 percent of the average of the highest 3 years of salary after 20 years of service.

c. Full vesting in state and local systems after not more than 5 years of service.

d. Automatic cost-of-living benefits in local, state and national systems.

e. A joint federal-state program to provide those who have taught in two or more states, or in the Overseas Dependents School System, or other government schools, with benefits substantially the same as they would receive if they retired after a career in one state.

The Association urges its affiliates to support state statutes compatible with the Federal Mobile Teachers Retirement Assistance Act and pledges its assistance in preparing and promoting such legislation.

f. Full federal funding and equitable administration in the granting of teacher retirement credit for military service.

g. Benefit provisions in all systems which do not discriminate on the basis of sex or marital status.

h. Social security benefits, where approved by a majority of members in the system. Retirement benefits must not be reduced by some part or all of a teacher's social security benefits. Notice must be required to employees when a governmental employer plans to terminate coverage and a method established to permit employers who have terminated to reenter the system. The Association believes the retirement age under social security should be reduced.

i. An Association sponsored supplemental retirement program which may be negotiated by local affiliates.

j. Pre-retirement counseling.

k. Retirement housing facilities for teachers.

Revised to combine "h" and "j." Include new concepts in "e" and "h." Delete "i," achieved.

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f. Full federal funding and equitable administration in the granting of teacher retirement credit for military service.

g. Benefit provisions in all systems which do not discriminate on the basis of sex or marital status.

h. Social security benefits, where approved by a majority of members in the system, wholly in addition to benefits previously provided.

i. Eligibility of teachers for Part A of Medicare.

j. Social security provisions to require notice to employees that a governmental employer plans to terminate coverage and a method to permit employers who have terminated to re-enter the system.

k. An Association sponsored supplemental retirement program which may be negotiated by local affiliates.

l. Pre-retirement counseling.

m. Retirement housing facilities for teachers.

E. Organizational and Administrative Services

C-25. United States Department of Education

The National Education Association urges the establishment of a cabinet-level U.S. Department of Education.

C-26. Decentralization in Large Cities

The National Educational Association believes that the educational decision-making process must be as close as possible to the citizens and professional staffs directly served by, or involved in, local communities within the cities and recommends decentralization in large cities.

The Association endorses the concept of elected boards of education within large cities. The appropriate delineation of authority and power between a central city board of education and the community boards within the city is a critical factor in ensuring the success of decentralization. Such delineation will inevitably vary from city to city based upon local circumstances, custom, state law, immediate needs, and historical precedent. Precedent and custom, however, must not be allowed to stand in the way of establishing smaller and more viable units of school governance and administration which will make large city schools more responsive and accountable to the various groups they must serve.

The Association also believes that elected community boards of education must possess clearly defined authority in the areas of curriculum, educational materials, school program, and personnel, with negotiation rights and procedural due process guarantees for the educators of the city.

C-27. Time To Teach

The National Education Association believes that "time to teach" refers not only to those hours during which an educator is actually teaching but also applies to those conditions that contribute to the student-teacher relationship. These include a reasonable, carefully defined work load, including time for planning and elimination of the noninstructional tasks required of a teacher.

Class size must be adjusted to the particular learning process involved to allow individual attention to each pupil when that is the required mode of instruction. The ratio of the professional personnel serving students should be at least 60 professional staff members per 1,000 students, not including paraprofessionals.

F. Employment Practices and Standards

C-28. Written Personnel Policies

The National Education Association insists that personnel policies be written and be developed cooperatively by local associations and boards of education. The Association further insists on a cooperative annual review for improvement of the personnel policies. Where it exists, improvements will be made through the negotiation process.

*C-29. Nondiscriminatory Personnel Policies

The National Education Association believes that personnel policies and practices must guarantee that no person be employed, retained, paid, dismissed, or demoted because of race, color, national origin, religious beliefs, political activi-

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ties, age, or sex. It may be necessary to give preference in the hiring, retention, and promotion policies to certain racial groups or women to overcome past discrimination.

Added "color" and "age" to first sentence.

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***C-30. Fair Housing**

The National Education Association believes that all citizens should be free to reside in the communities of their choice. Local affiliates should lead in breaking down barriers that limit this freedom.

Title changed. Revised to broaden concept.

C-30. Housing For Educators

The National Education Association believes that all educators should be free to reside in the communities of their choice. Local affiliates should lead in breaking down barriers that limit this freedom.

***C-31. Equal Opportunity for Women**

The National Education Association insists that all persons, regardless of sex, be given equal opportunity for employment, promotion, compensation, and leadership in all activities.

The Association supports the proposed Equal Rights Amendment to the U.S. Constitution, which states: "Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex." The Association urges its affiliates to support ratification of the amendment.

The Association believes that the Equal Employment Opportunity Commission must have "cease and desist" authority to act in all cases of discrimination based on race, creed, color, national origin, and sex.

The Association urges governing boards and education associations to eliminate discriminatory practices against women in employment, promotion, and compensation. Personnel policies must include maternity leave; child-care leave; and professional leave, which encourages women to participate in professional growth experiences and to prepare for administrative and executive positions.

The Association further urges professional associations at all levels to adopt policies that ensure women equal access to elective, appointive, and staff positions.

The Association believes that sexism and sex discrimination must be eliminated from the curriculum.

Revised to update. Paragraph 4 deleted, achieved.

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The Association supports the proposed amendment to the U.S. Constitution:

"Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex."

The Association believes that the Equal Employment Opportunity Commission must have "cease and desist" authority to act in all cases of discrimination based on race, creed, color, national origin, and sex.

The Association urges the amendment of fair employment practices legislation to extend coverage to public employees and to persons in executive, administrative and professional employment.

The Association further urges governing boards and education associations to eliminate discriminatory practices against women in employment, promotion, compensation, and the appointment or election to leadership positions. Personnel policies must include maternity leave, and professional leave provisions to encourage professional growth or participation in teach-administrative, and executive positions.

***C-32. Professional Negotiation and Grievance Procedures**

The National Education Association believes that local affiliates and governing boards must negotiate written master contracts. Such contracts shall result from negotiation in good faith between associations and governing boards, through representatives of their choosing, to establish, maintain, protect and improve terms and conditions for professional service and other matters of mutual concern, including a provision for agency shop. Procedures for the resolution of impasse must be included.

The Association believes that state laws should contain statutory penalties for governing boards that do not negotiate in good faith or do not comply with negotiated contracts.

Grievance procedures shall be provided in the master contract with definite steps to appeal the application or interpretation of board policies and agreements. Binding arbitration shall be a part of the grievance procedure.

The Association urges its affiliates to seek state legislation requiring good faith negotiation between local affiliates and governing boards.

Revised to update.

C-32. Professional Negotiation and Grievance Procedures

The National Education Assoication and school boards must negotiate written master contracts. Such contracts shall result from negotiation in good faith between associations and school boards, through representatives of their choosing, to establish, maintain, protect, and improve terms and conditions for professional service and other matters of mutual concern, including a provision for agency shop.

The Association encourages local affiliates to see that teachers are guaranteed a realistic opportunity for decisive participation in the establishment of instructional policies. Procedures for the resolution of impasse must be included. Grievance procedures shall be provided in the master contract with definite steps to appeal the application or interpretation of school board policies and agreements. Binding arbitration shall be a part of the grievance procedure.

Those representing local affiliates in the negotiation process shall be granted released time without loss of pay.

Faculty and building level administrators, in order to preserve professional relationships within school staffs, should not be negotiators for school boards. The Association recommends establishment of personnel offices at the central administrative levels to represent school boards in negotiation.

The Association urges the extension of the rights of professional negotiation to the faculties of institutions of higher education.

The Association also recommends that state affiliates seek statutory penalties for school boards that do not bargain in good faith or do not comply with negotiated contracts.

The Association urges its members and affiliates to seek state legislation that clearly and firmly mandates the adoption of professional negotiation agreements.

The Association will cooperate with its affiliates to encourage new teachers to accept initial employment in those areas or districts where master contracts have been negotiated with the professional organization.

Members of the profession should be involved in the recruitment, appointment, orientation, evaluation, transfer, promotion, and dismissal of all professional personnel.

The rights and privileges of all teachers should always be respected regardless of what organization has sole negotiation rights.

C-33. Fringe Benefits

The National Education Asciation believes that to attract and retain competent staff, school systems must provide fringe benefits comparable to those of other professions and occupations requiring similar preparation and responsibility. These programs should include the items recommended in the Association's guidelines for fringe benefits.

C-34. Educators and National Service

The National Education Association urges that the Selective Service System delay to the end of the school year the induction of any educator who is drafted during the year.

An educator whose career is interrupted because he is drafted, or called to active service by the National Guard or the reserves, or who volunteers to fulfill his military obligation, should be guaranteed reemployment and other benefits that would accrue if he continued in a position with the school system, such as continued tenure, salary increments, and service credit toward retirement.

G. Professional Autonomy and Freedom

C-35. Professional Autonomy

The National Education Association believes that the profession must govern itself. Members of the profession, through professional standards boards and professional practices commissions, must set and enforce standards of license, practice, ethics, and competence.

The NEA Resolutions Committee—made up of 98 members representing every state and area of membership—met March 22-24 at NEA Center to write the preliminary proposals for the Portland Convention.

C-36. Continuing Employment and Fair Dismissal Practices

The National Education Association believes that laws in each state must provide for the continuing employment of educators.

The Association also believes that provisions in state laws and master contracts must afford educators, before demotion, dismissal, or nonrenewal of contract for good and just cause the following:

a. Timely and adequate notice of hearing, including a statement of charges.

b. A fair hearing with opportunity to confront and cross-examine witnesses and to present argument and evidence in defense.

c. Representation by legal counsel.

d. A decision based upon the evidence adduced at the hearing, with a statement of the reasons for the decision and evidence relied upon by an impartial decision maker.

The Association urges its affiliates to seek the inclusion of these provisions in state laws and master contracts and will support its affiliates in such efforts.

C-37. Academic Freedom

The National Education Association believes that academic and professional freedom is essential to the teaching profession. Controversial issues should be a part of instructional programs when judgment of the professional staff deems the issues appropriate to the curriculum and to the maturity level of the student. Academic freedom is the right of the learner and his teachers to explore, present, and discuss divergent points of view in the quest for knowledge and truth.

Professional freedom includes the teacher's right to evaluate, to criticize, and to advocate his personal point of view concerning the policies and programs of the schools. The teacher also has the right to assist colleagues when their academic or professional freedom is violated.

H. Active Participation in Public Policy Making

***C-38. Public Understanding**

The National Education Association believes that professional associations must promote public understanding of education and encourage wide public and parental participation in solving education's problems.

The Association also believes that there must be a representative, nonpartisan board of education in each school district, which also has a responsibility to promote public understanding of the schools.

Edited. "Representative" added in paragraph 2.

C-38. Public Understanding

The National Education Association believes that professional associations must promote public understanding of education and encourage wide public and parental participation in solving education's problems.

The Association also believes that there must be an interested, informed and nonpartisan board of education in each school district, which also has a responsibility to promote public understanding of the schools.

C-39. Civil Rights

The National Education Association is committed to the achievement of a racially integrated society and calls upon Americans to eliminate by statute and practice barriers of race, national origin, religion, sex, age, and economic status that prevent some citizens from exercising rights that are enjoyed by others including liberties decreed in common law, the Constitution and statutes of the United States. Civil order and obedience to the law must be ensured without abridgment of human and civil rights. Citizens must be assured a speedy and fair judicial process with free legal counsel for those in need. To be effective citizens, individuals must be trained and aided in developing strategies and expertise that will enable them to operate effectively in a democratic society.

C-40. The Educator as a Citizen

The National Education Association believes that every educator has the right and obligation to be an informed and politically active citizen. It supports voter education to alert new voters of voting laws and procedures, and key political issues. It urges local affiliates to seek written governing board

(Continued on next page)

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policies to guarantee educators their political rights, including registering and voting, participating in party organizations, performing jury duty, discussing political issues publicly, campaigning for candidates, contributing to campaigns of candidates, lobbying, organizing political action groups, and running for and serving in public office. Provisions should be made to enable educators to serve in public office without personal loss and without curtailment of annual increments, tenure, retirement, or seniority rights.

Major decisions affecting schools and colleges are made by elected officials or their appointees. Therefore, the Association believes that it is the duty and responsibility of educators to involve themselves in the selection, election, and reelection of qualified, committed candidates who support the established goals that will provide quality education.

C-41. Mass Media

The National Education Association recognizes the total educative effect of the comunications media whose obligation should be to provide full, constructive, and accurate presentations. It notes the progress that is being made to improve such programs and materials.

The Association recommends that educators, in cooperation with parents and others concerned, seek to influence the policies followed by the mass media and, at the same time, help children to become intelligently critical viewers, listeners, and readers.

I. Professional Associations

*C-42. Strong Professional Associations

The National Education Association and its state and local affiliates must enroll all eligible educators, and the Executive Committee must be free to explore all types of organizational alignments with teacher organizations and other public employees to provide a coordinated program of services and to make the profession's influence felt in the community, state, and nation. The Association believes that members should be compensated by their association while serving as elected officers. Members must observe and professional associations must enforce the Code of Ethics of the Education Profession. The Association believes that school policies should provide released time without loss of pay for educators fulfilling leadership responsibilities in their professional organizations or attending professional meetings.

The Association supports and encourages the Student National Education Association and the Future Teachers of America.

Associations at all levels must be sufficiently staffed and financed to train and assist members to implement the goals and policies they set.

Associations at all levels shall establish and maintain nondiscriminatory personnel policies for their employees; adopt recruitment policies to ensure the employment of women and of representatives of cultural and ethnic groups at all levels of staff responsibility; provide staff participation in establishing written personnel policies; and extend the rights of professional negotiation to all staff members.

Revised to update. New concept in paragraph 3.

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Associations at all levels must be sufficiently staffed and financed to assist members to implement the goals and policies that they set.

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C-43. Defense of Educators

The National Education Association will support any educator or class of educators whose professional or political status or rights have been menaced or unfairly restricted. Where legal and other restrictions prevent educators from exercising these rights, the Association will support state and local affiliates' efforts to remove such restrictions.

The Representative Assembly calls upon the Executive Committee and the DuShane Advisory and Administrative Committees to continue their unlimited support to educators in retaining their positions when threatened with transfers, demotions, dismissals, and being passed over for promotions based on race.

The Association deplores and condemns any practice where as a result of desegregation of school systems black educators are dismissed, demoted, misassigned or not rehired based on race.

The Representative Assembly mandates that any school official or school system practicing discrimination against any employee based on race shall be censured by the National Education Association. The Assembly calls upon the Department of Health, Education, and Welfare to enforce the guidelines governing this subject.

*C-44. Representation on Bodies of the Association

The National Education Association shall be represented by a majority of classroom teachers on each of its appointive bodies that are intended to be generally representative of the interests of educators.

In selecting persons to serve, the President or the Executive Committee shall, as terms expire, raise classroom teacher representation to at least 75 percent. Committees appointed by the Board of Directors shall have at least 75 percent classroom teacher representation.

The Association shall, as vacancies occur, include at least one member of a minority group on each of its appointive bodies.

New concept in paragraph 2.

C-44. Representation on Bodies of the Association

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The Association shall also, as vacancies occur, include at least one member of a minority group on each of its appointive bodies.

C-45. Organizations of Other Nations

The National Education Association believes that a strong international community of educators is necessary to promote international understanding and to defend the interests of the teaching profession in all countries. The Association actively supports the World Confederation of Organizations of the Teaching Profession and will continue to cooperate with professional education organizations of other nations.

C-46. Membership Participation in Associations

The National Education Association believes that every educator has the right and obligation to participate fully in the professional association. At every level of the united profession constitutional guarantees should (a) provide each member the same opportunity to hold office or otherwise serve in elected or appointed capacities and (b) provide each member due process to resolve grievances resulting from association practices.

1. Minority Concerns

The Association and its affiliates shall provide constitutional guarantees for at least proportionate minority membership in every phase of governance. Candidates for positions so established must be nominated by the minority group(s) represented. Operational guarantees shall provide for at least proportionate minority representation in staff positions and program development.

The Association urges its affiliates to establish units to promote minority group involvement in the united profession.

2. Evaluation of Merged Associations.

The Association recognizes the need to evaluate the extent to which adopted merger agreements are implemented. Such evaluations should be made using the evaluative criteria established by the Executive Committee including the following:

a. There is compliance with the terms of the merger agreement, in fact and in spirit.

b. There is a procedure available that assures members an effective means to resolve grievances.

c. There is a process that ensures that the unique contributions, history, and flavor of each former organization be retained and be visible in the new merged association.

It directs the Executive Committee to cause a systematic evaluation of state and local merger agreements and to report its findings to the Representative Assembly. Evaluations must be conducted at least every 2 years until 1980 or until the Executive Committee recommends that they be discontinued.

C-47. Minority Participation in Affiliates

The National Education Association recognizes the need to evaluate the extent to which each of its affiliates not having a merger agreement provides and implements constitutional guarantees for at least proportionate minority participation in every phase of governance.

It directs the Executive Committe to cause a systematic evaluation of such state and local affiliates and to report its findings to the Representative Assembly. Evaluations must be conducted at least every 2 years until 1980 or until the Executive Committee recommends that they be discontinued.

*C-48. Professional Sanctions

The National Education Association believes that, when other means for preventing arbitrary policies or practices that have a deleterious effect on the welfare of the school have been exhausted, professional sanctions should be invoked. Procedural guidelines should be developed for the implementation of sanctions.

The Association urges all institutions of higher learning to refrain from assigning student teachers for their preteaching experience in any school system under state or national sanction.

Revised to update.

C-48. Professional Sanctions

The National Education Association believes that, when other means for preventing unethical or arbitrary policies or practices that have a deleterious effect on the welfare of the school have been exhausted, professional sanctions should be invoked. Guidelines that define, organize, and definitely specify procedural steps for invoking sanctions by the teaching profession have been devised. Similar procedural guidelines should continue to be developed for the lifting of sanctions. State and local affiliates and their members should familiarize themselves with these guidelines and with the circumstances in which they are applicable.

The Association calls upon its officers, commissions, committees, staff, and affiliated state associations to apply these guidelines where appropriate and, through the experience of use, continuously to improve them.

The Association urges all boards of education to make provision in their employment practices to accept, without prejudice, applications from individuals from school systems where sanctions or other means of protest are being, or have been, used and to give equal and unbiased consideration of such applicants, when fully qualified, for the position under consideration.

The Association urges all institutions of higher learning to refrain from assigning student teachers for their preteaching experience in any school system under state or national sanction.

*C-49. Withdrawal of Services

The National Education Association recommends several procedures to be used in resolutions of impasse. They are mediation, fact-finding, arbitration, and political action.

The Association realizes that teachers may have no choice but to resort to a withdrawal of services as the only means of attracting public attention to, and correcting conditions in, situations (a) where conditions make it impossible for teachers to provide quality education, (b) where solutions have been proposed but have not been conscientiously explored, and (c) where solutions have been proposed but not consummated.

The Association supports efforts by its affiliates to obtain legislation with provisions which define the circumstances under which withdrawal of services is permitted without teachers and affiliates incurring civil or criminal penalties.

The Association denounces the staffing of schools with untrained, unqualified, or noncertificated persons at any time. The Association will assist its affiliates in opposing laws or proposals which permit the hiring of noncertificated personnel for teaching positions.

Revised to clarify and update.

C-49. Withdrawal of Services

The National Education Association recognizes that in some school systems the deplorable conditions in education have brought about crises.

The Association recommends several procedures to be used in resolutions of impasse. They are mediation, fact-finding, arbitration, and political action. The Association believes that these procedures should make the strike unnecessary and recommends that every effort be made to avoid the strike as a procedure for the resolution of impasse.

The Association realizes that teachers may have no choice but to resort to a withdrawal of services as the only means of attracting public attention to, and correcting conditions in, situations (a) where conditions make it impossible for teachers to provide quality education, (b) where solutions have been proposed but have not been conscientiously explored, and (c) where solutions have been proposed but not consummated. The Association supports efforts by local and state associations to obtain repeal of state laws that prohibit withdrawal of services.

The Association denounces the staffing of schools with untrained, unqualified, or noncertificated persons at any time and especially at a time when teachers withdraw their services in an effort to establish conditions that will make it possible to provide high quality

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education. The Association will assist its affiliates in opposing laws or proposals which permit the hiring of noncertificated personnel for teaching positions.

The Association reminds its affiliates that seek aid in times of crises that the Association should be involved at the earliest possible time.

At the outset of withdrawal of services, or where schools remain open during a withdrawal of services, administrative and supervisory personnel may remain within the schools or take other precautions to provide for the safety of students and the protection of property. However, during the withdrawal of services by a recognized profesisonal organization, no attempt shall be made by any member of the profession in the affected school system to provide for an instructional program. School boards should officially close schools when work stoppage is declared by the recognized professional organization. Schools should remain closed during the period of withdrawal of services.

The Association directs its officers and staff to develop guidelines on the role of supervisory and administrative personnel when a withdrawal of services occurs.

CURRENT RESOLUTIONS

72-1. Unified Professional Membership

The National Education Association urges its affiliates to complete unification, so that each member will be provided coordinated support and services from all levels of the organized profession.

*73-2. Salary Goals

The National Education Association insists that salaries of educators compare favorably with income in other professions and occupations of comparable preparation and responsibility. A salary schedule should provide a starting salary of $12,500 for a qualified beginning teacher with a bachelor's degree. Advancement to $25,000 with a master's degree or equivalency should be attainable in no more than 10 years, and to $31,250 or more with advanced preparation.

The Association urges its affiliates to seek repeal of laws limiting maximum salaries for educators.

Edited in paragraph 1 to conform with revised C-22.

72-2. Salary Goals

The National Education Association insists that salaries of educators compare favorably with income in other professions and occupations of comparable preparation and responsibility. A salary schedule should provide a starting salary of $12,500 for a qualified beginning teacher with a bachelor's degree. Advancement to $25,000 with a master's degree or state certificate of equivalency and to $31,250 or more with 2 years' advanced preparation beyond the master's degree should be attainable in no more than 10 years.

The Association urges its affiliates to seek repeal of laws limiting maximum salaries for educators.

*72-3. Exchange Teachers Salaries

The National Education Association believes that the exchange of teachers between the United States and foreign countries is in the national interest and is essential to international understanding.

The Association recognizes that foreign teachers, compensated only by their own governmental agencies at levels considerably below those of the American schools, find it extremely difficult to meet the higher costs of living in this country, and that many must depend upon contributions to achieve even a low standard of living while in the United States.

The Association urges that the federal government provide funds to guarantee that exchange teachers receive compensation while serving in the United States in an amount at least equal to the average salary of the state or school district, whichever is greater.

Delete. Concept included in revised C-22.

*73-4. Differentiated Staffing

The National Education Association believes that no differentiated staffing plan should be undertaken or continued unless (a) local affiliates act in full partnership in the study of differentiated staffing and are accepted as full partners with their administrations in the consideration, design, authorization, implementation, evaluation, and continuation of any plan of differentiated staffing; (b) the responsibilities of certificated and non-certificated staff are defined by certificated staff; (c) the community is kept informed and its cooperation sought; and (d) funding is at a level to ensure the maintenance of constructive teaching loads and adherence to the Association's principles for professional salaries.

The Association is aware of the misuse of differentiated staffing plans and will assist its affiliates in correcting such abuse.

Revised to update paragraph 2.

72-4. Differentiated Staffing

The National Education Association believes that no differentiated staffing plan should be undertaken or continued unless (a) local affiliates act in full partnership in the study of differentiated staffing and are accepted as full partners with their administrations in the consideration, design, authorization, implementation, evaluation, and continuation of any plan of differentiated staffing, (b) the responsibilities of certificated and non-certificated staff are defined by certificated staff, (c) the community is kept informed and its cooperation sought, and (d) funding is at a level to ensure the maintenance of constructive teaching loads and adherence to the Association's principles for professional salaries.

The Association strongly opposes adoption of unilaterally imposed differentiated staffing plans and will assist any local affiliates in its opposition to the same.

72-5. Performance Contracting

The National Education Association believes that performance contracting in the nation's public schools should cease.

72-6. Sex Education

The National Education Association believes that sex education that provides children and youth with information appropriate to their age is basic to healthy, well-adjusted mental attitudes. It also believes that the public school must assume an increasingly important role in providing this instruction and that teachers must be qualified to teach in this area.

The Association urges that courses in sex education be developed with care and that classroom teachers who teach the courses be legally protected from irresponsible censorship.

The Association calls upon individual teachers and local associations to cooperate with school administrators and school boards in establishing sex education programs, including information on venereal disease, as an integral part of the school curriculum and to work with parents to maintain harmonious school-community relations.

72-7. Federal Impacted Aid

The National Education Association is especially concerned about inadequate funding to maintain quality education for children in school districts impacted by federal activities and installations. A financial crisis exists in many impacted areas because of insufficient, temporary, year-to-year appropriations.

The Association directs its officers and staff to obtain a permanent solution to the financial problems of the severely impacted school districts.

*73-8. Student Rights and Responsibilities

The National Education Association believes that basic student rights include: the right to free inquiry and expression; the right to due process; the right to freedom of association; the right to freedom of peaceful assembly and petition; the right to participate in the governance of the school, college, and university; the right to freedom from discrimination; and the right to equal educational opportunity.

The Association believes that each of these rights carries with it a comparable responsibility and that students must be cognizant of the fact that rights and responsibilities are coexistent.

Title changed. Last paragraph added.

72-8. Student Rights

The National Education Association believes that basic student rights include: the right to free inquiry and expression; the right to due process; the right to freedom of association; the right to freedom of peaceful assembly and petition; the right to participate in the goverance of the school, college, and university; the right to freedom from discrimination; and the right to equal educational opportunity.

*72-9. Voucher Plans

The National Education Association believes that the so-called "voucher plan" under which education is financed by federal or state grants to parents could lead to racial, economic, and social isolation of children and weaken or destroy the public school system.

The Association urges the enactment of federal and state legislation prohibiting the establishment of such plans and calls upon its affiliates to seek from members of Congress and state legislatures support for this legislation.

Delete. Concept included in 72-33.

72-10. Education in Bureau of Indian Affairs

The National Education Association supports the efforts of the National Council of Bureau of Indian Affairs Educators to achieve quality education for Indian children and urges a change in BIA policies to effect the following:

a. A professional civil service classification to BIA teachers.

b. A salary, length of school year, and school day commensurate with that of educators in public schools.

c. Adequate remuneration to accrue with the completion of advanced studies.

d. Improved facilities and working conditions for the comfort and convenience of teachers and students.

e. Written personnel policies including provisions for sabbatical leave, advanced study, and for the right to professional released time without loss of salary.

f. The hiring of only professionally qualified teachers and administrators, the providing of adequate training in Indian cultures, and assignment only to their areas of competency.

g. The hiring of teachers and substitutes to adequately meet Indian student needs and not to exceed a maximum pupil-teacher ratio of 20 to 1.

h. The active involvement of BIA teachers in curriculum planning and formulation of school policies.

The Association will provide consultant services to implement, through Executive Order 11,491, negotiations by BIA teachers to achieve the above policies and other needs of Indian teachers employed by the Bureau of Indian Affairs.

72-11. American Indian Education

The National Education Association recognizes that the complexity and diversity of needs of American Indian children require the direct involvement of Indian parents, Indian teachers, tribal leaders and other Indian groups in developing adequate and equal educational programs which preserve the rich heritage of Indian culture.

The Association insists that federal funding for Indian education be expanded to effect necessary improvements. The The Association supports the movement toward self-determination by Indians and insists that such programs be voluntary. The Association opposes termination of federal support for Indians either as a direct or indirect result of effort to extend Indian self-determination.

The Association directs that programs be developed which provide for:

a. Involvement of Indian parents and communities with the public schools in developing programs for the improvement of the education of Indian children.

b. Indian control of schools attended solely by Indian children and participation in the governance of schools attended by Indian students.

c. Ethnic studies in colleges of teacher education.

d. In-service education dealing with cultural pluralism, the teaching of American Indian heritage and culture.

e. Assistance to local and state associations in meeting the educational needs of Indian students.

f. Substantial participation by Indians in NEA conferences and leadership training programs.

g. Coordination with existing Indian organizations and concerned agencies.

h. Promotion of teaching as a career among Indian youth.

i. Higher education opportunities for all Indian students.

The Association recommends subsidization of free tuition for Indian students in state colleges and universities, extension of scholarships in graduate as well as undergraduate education, and Indian involvement in developing multicultural learning centers at higher education institutions.

72-12. Access to Copyrighted Instructional Materials

The National Education Association believes that maximum access to teaching materials is of vital concern to every teacher. It recognizes that the present copyright law provides for two parallel sets of rights—the rights of those who create such materials to profit from their efforts and the right of those who teach to use those materials in teaching.

The Association insists that the public interest requires that the copyright law include an expanded "Not-for-profit" clause coupled with a fair use provision to guarantee to teachers and educational institutions use of copyrighted materials, recognizing a limited right to copy and record such materials for nonprofit educational purposes, including educational broadcasting and technology.

The Association further insists that the duration of copyright not be extended beyond the present term of 28 years with a 28-year renewal period.

*73-13. National Testing and Assessment

The Association will resist any attempt to transform assessment results into a national testing program that would seek to measure all students or school systems by a single standard, and thereby impose upon them a single program rather than providing opportunities for multiple progams and objectives.

Revised to update by deleting paragraph 1.

72-13. National Testing and Assessment

The National Education Association notes that the first report of the National Assessment of Educational Progress on writing, citizenship and science has been issued.

The Association will continue to resist any attempt to transform assessment results into a national testing program that would seek to measure all students or school systems by a single standard, and thereby impose upon them a single program rather than providing opportunities for multiple programs and objectives.

72-14. Federal Professional Negotiation Law

The National Education Association urges the enactment

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of a federal professional negotiation law The law should conform to the Association's policy on negotiation. It should provide that any state that establishes statutory procedures substantially equivalent to those provided by the federal statute would be permitted to operate under its own statute.

***72-15. Extremism and the Schools**

The National Education Association is alarmed at the nationwide attack on the public schools and the teaching profession by extremist organizations. The growing opposition to certain curriculums and to educational policies is recognized by the Association as a thinly veiled political attack on public education itself. The Association urges its affiliates to take concerted action and, if necessary, legal action to defend against such irresponsible attacks.

Delete. Concept included in C-2.

72-16. Home Rule for the District of Columbia

The National Education Association supports complete home rule for the District of Columbia.

State and local affiliates should seek from members of Congress support for home rule legislation.

72-17. One-Man—One-Vote

The National Education Association believes that the principle of one-man—one-vote must apply at all levels of government including the election of the President of the United States.

The Association is committed to this concept as its own policy and calls upon its affiliates to implement the concept of one-man—one-vote in their own representative bodies where such implementaion does not conflict with the need to guarantee an effective part in the decision-making process to a previously excluded minority group.

***72-18. Fair Housing**

The National Education Association urges its affiliates, in cooperation with community agencies, to develop and promote practicable programs to implement fair housing practices and to seek legislation that will ensure to each person the opportunity to reside in the neighborhood of his choice.

Delete. Concept included in C-30.

***72-19. Environmental Education**

The National Education Association is concerned for an improved environment conducive to physical, emotional, and intellectual well-being. The Association strongly urges local affiliates and school systems to develop criteria for grades K through adult in accordance with the Report of the Task Force on Environmental Education.

The Association shall actively encourage the initiation and improvement of federal legislation and appropriations which shall provide education for use, stewardship, and preservation of a viable environment and which shall eliminate pollution and promote the preservation of our environment. The Association urges its affiliates to support these endeavors.

The Association urges world leaders to work cooperatively to resolve environmental problems.

Delete. Concept in C-14 and in Report of Environmental Task Force.

72-20. Cable Television

The National Education Association recognizes that cable television (CATV) makes available to education the use of television, radio, and other telecommunications services. The Association shall seek the reservation of at least 20 percent of the channel capacity of CATV systems in each community for educational, municipal, and other public purposes. The Association urges its affiliates to assist in developing a master franchise for the local community which will make adequate provisions for the needs of minority groups, and of schools and libraries. The Association also urges that municipalities set aside a percentage of the cable TV operators' franchise fee for school and public access programming.

***73-21. Drug Dependency**

The National Education Association is concerned about the individual and societal problems which underlie psychological and physiological drug dependency by both children and adults. It recognizes the need for improved educational programs about drugs and for the uniform categorization of drugs. It urges its affiliates to support legislation leading to the standardization of drug laws.

Revised to update. Delete last paragraph, concept in C-14.

72-21. Drug Dependency

The National Education Association is concerned about the individual and societal problems which underlie psychological and physiological drug dependency by both children and adults. It recognizes the need for improved educational programs about drugs and for the uniform categorization of drugs. It urges its affiliates to support legislation leading to the standardization of drug laws and, because of its relevance to the planning of sound educational approaches, it encourages all members to familiarize themselves with the first report of the National Commission on Marihuana and Drug Abuse entitled *Marihuana: A Signal of Misunderstanding.*

The National Education Association encourages the involvement of teachers and other appropriate staff in both the planning and implementation of publicly supported educational programs on drugs at the federal, state, and local levels.

72-22. Invasion of Privacy

The National Education Association is alarmed at the increasing surveillance of individual citizens by private and governmental agencies and school authorities. The cross-filing and interchange by private and governmental agencies of computerized information includes prejudicial reports on citizens, including students and teachers, descriptions and geographic locations of individuals who petition for redress of grievances, and of those who are involved in civil rights activities.

The Association is opposed to such practices on the part of governmental and private agencies. It is committed to effect the immediate cessation of such surveillance.

72-23. Protection of Educators

The National Education Association and its affiliates shall work together to insist upon development and enforcement of laws to guarantee the safety of educators from physical attacks on their persons or property.

The Association will also develop guidelines for action leading to prevention of verbal abuse of educators by any individuals. Educators must take the responsibility to call attention to such cases so that appropriate action may be taken.

The Association urges its affiliates to cooperate with juvenile court systems to secure strict enforcement of juvenile law in cases involving disturbances in the public schools.

***72-24. Representation on Boards of Education**

The National Education Association urges its affiliates to bring about changes in practice and in law to guarantee that elective or appointive boards of education be representative of and answerable to the community they serve.

Delete. Concept included in revised C-38.

72-25. Teacher Education

The National Education Association believes that teachers and students preparing to teach must be directly involved in evaluating and improving the standards for teacher preparation and certification. The Association insists that teacher involvement is necessary in planning and implementing quality teacher education programs.

The Association also believes that preprofessional practicum experience is an essential phase of teacher preparation. The responsibility for the practicum experience must be shared by the public schools, the institutions that prepare teachers, and professional associations.

The Association urges its affiliates to—

a. Take immediate steps to evaluate and improve standards for entrance into the teaching profession.

b. Support inclusion of training in the dynamics of intergroup communication and human relations courses in requirements for certification and the provision for inservice workshops in these areas for experienced teachers and administrators.

c. Support legislation providing legal status and liability protection for student teachers.

d. Develop guidelines for qualifications of cooperating teachers and college coordinators of student teachers.

e. Support inclusion of instruction in the values, ethics, responsibilities, and structure of professional teachers organizations.

f. Support the teaching of methods courses by teachers currently employed in elementary and secondary schools.

g. Formulate standards for school systems receiving student teachers.

h. Take immediate steps to improve the selection of persons entering the profession through more effective screening of applicants for the preprofessional practicum.

72-26. Presidential Appointments

The National Education Association believes that the needs of all Americans for education of the highest quality demand that criteria for presidential appointments in the field of education be based on significant accomplishments in the educational community, and that partisan political factors should never be considerations of more than secondary importance.

The Association requests that presidential appointments of federal education officials be made only after screening and approval by a panel of professional educators established by the Association's Board of Directors.

72-27. Integration of School Staff

The National Education Association will assist its local affiliates to develop and negotiate programs for the desegregation of school staff. The Association urges state and federal agencies to provide the funds necessary to implement programs designed to achieve racial balance in the schools.

***73-28. Residency Requirements for Voting**

The National Education Association believes that, because of the increasing mobility of the voting population, residency requirements for voter registration, and absentee ballot provisions in some states, a growing number of voters are being disenfranchised each election year.

The Association urges its affiliates to seek legislation that will provide uniform registration requirements and simplified absentee voting provisions for all elections.

Edited for clarity.

72-28. Residency Requirements for Voting

The National Education Association believes that, because of increasing mobility of the voting population, residency requirements for voter registration and absentee ballot provisions in some states disenfranchise a growing number of voters each election year.

The Association urges its affiliates to seek legislation that would provide uniform registration requirements for all elections, and would broaden and ease provisions for absentee voting by qualified voters.

72-29. Revenue Sharing in Education

The National Education Association believes that proposals to realign existing federal education programs as revenue sharing, with little or no additional funding beyond present levels, are unacceptable. Substantial additional general federal funds must be provided for public education, either by direct appropriation or through a trust fund.

72-30. Adjustments When Nonpublic Schools Close

The National Education Association urges all public boards of education to establish with nonpublic school counterparts within their districts a contingency plan which would provide for the orderly absorption of nonpublic school pupils into the public school system in the event the nonpublic school system would abandon grades or close the school entirely.

***73-31. Evaluation of School Programs**

The National Education Association believes that educational practitioners at all levels should be involved when school programs are evaluated.

The Association recommends that all education agencies resist school evaluations by private, profit-making groups.

Edited to clarify intent.

72-31. Evaluation of School Programs

The National Educaton Association believes the expertise of professional educators is essential when school programs are evaluated.

The Association recommends that all education agencies resist school evaluations by private profit-making groups such as management-consultant firms.

72-32. Accountability

The National Education Association recognizes that the term "accountability," as applied to public education is subject to varied interpretations. The Association maintains that educational excellence for each child is the objective of the education system. The Association believes that educators can be accountable only to the degree that they share responsibility in educational decision-making and to the degree that other parties who share this responsibility—legislators, other government officials, school boards, parents, students, and taxpayers—are also held accountable.

***73-33. Nonpublic Schools**

The National Education Association opposes any diversion of public funds for the support of nonpublic schools. The Association recognizes that many state and local governments are considering legislation which would grant public tax monies to nonpublic elementary and secondary schools. The Association will assist its affiliates to defeat such legislation, including voucher and tax credit proposals.

Revised to update.

72-33. Nonpublic Schools

The National Education Association opposes any diversion of public funds for the support of nonpublic schools. The Association recognizes that many state and local governments are considering legislation which would grant public tax monies to nonpublic elementary and secondary schools. The Association pledges to assist its affiliates to defeat such legislation.

72-34. Military Involvement in Southeast Asia

The National Education Association condemns the continuance of American military involvement in Southeast Asia and supports legislation for the complete withdrawal of American forces.

72-35. Federal Support for Public Welfare

The National Education Association believes that the cost of public welfare should be assumed by the federal government and that the federal welfare program should be based on standards of human dignity.

***73-36. Education in Correctional and Rehabilitation Agencies**

The National Education Association will provide legislative and professional support to its members teaching in federal, state, and local correctional and rehabilitation institutions, in hospitals, and in other custodial agencies. The Association will assist its members in improving

(Continued on next page)

Proposed Resolutions '73

(Continued from preceding page)
the standards of instruction in these institutions.

Revised to apply to members. Move to Continuing.

72-36. Education in Correctional and Rehabilitation Agencies

The National Education Association will provide legislative and professional support to those teaching in federal, state, and local correctional and rehabilitation institutions, in hospitals, and in other custodial agencies. The Association will assist in improving the standards of instruction in these institutions.

72-37. Vocational and Career Education

The National Education Association believes that preparation of children for careers, vocations, and productive jobs should be a basic policy of education. Educational programs should be developed for all children which will assure equal opportunity for career and occupational development. A continuing program for training, retraining, advancement, and promotion should be provided to out-of-school youth and adults.

The Association will seek legislation to provide a comprehensive national manpower development policy, as the basic foundation for vocational and career education. It will also assist its affiliates in implementing similar programs and legislation.

***72-38. NSF Institutes**

The National Education Association supports the National Science Foundation Institutes designed to enable teachers to gain increasing knowledge and innovative methods of teaching.

The Association urges the continuance and the expansion of present programs to include teachers at all levels.

Delete. Concept included in C-21.d.

72-39. Employment in Overseas Dependents Schools

The National Education Association believes that the overseas dependents schools operated by the Department of Defense should adopt employment practices consistent with the Association's established policies and the guidelines of the Department of Defense for state-side recruitment of overseas teachers.

The Association urges the Department of Defense to discontinue staffing overseas dependents schools with teachers on a temporary basis.

The Association believes that full rights and benefits should be provided to teachers who are employed locally in emergencies.

72-40. Privileged Communication

The National Education Association believes that communications between certificated personnel and students must be legally privileged. It urges its affiliates to seek legislation that provides this privilege and protects both educators and students.

72-41. Certification Reciprocity

The National Education Association believes that there should be agreement among the various state teacher certification agencies concerning certification reciprocity for mobile teachers.

The Association recommends that the basis for certification reciprocity be graduation from an institution accredited by the National Council for Accreditation of Teacher Education or from an institution having an approved program as outlined in the *U.S. Office of Education Circular No. 351 as revised in 1968.*

72-42. Teacher Centers

The National Education Association recognizes the need for the continuing career development of teachers and supports the concept of teacher centers as part of the education renewal sites which the U.S. Office of Education seeks to establish.

The Association, at the federal level, will press to guarantee that elementary and secondary teachers, through their professional associations, must be significantly involved in the development of teacher centers, if such centers are to be productive.

The Association urges elementary and secondary teachers to work with and through their associations to ensure that they are involved in all phases of the planning, program development, and operation of teacher centers.

72-43. NEA/PAC

The National Education Association believes that educators must constitute a strong political force to secure legislation for the betterment of education and the election of candidates who view education's needs as a national priority.

The Association endorses NEA/PAC, the NEA Political Action Committee, and strongly urges educators and friends of education to support it through individual involvement and contributions.

72-44. Standardized Tests

The National Education Association strongly encourages the elimination of group standardized intelligence, aptitude, and achievement tests to assess student potential or achievement until completion of a critical appraisal, review, and revision of current testing programs.

72-45. Unemployment Compensation

The National Education Association supports the inclusion of educators in unemployment compensation legislation at the state and federal levels.

72-46. Chicano Self-Determination in Education

The National Education Association recognizes that the complexity and diversity of needs of Chicano children require the direct involvement of their parents in developing an adequate and equal educational program which reflects and is responsive to their learning and cultural characteristics and promotes the preservation of their heritage and culture.

The Association supports federal and state programs that directly enhance the educational opportunities of Chicano children in their quest for educational self-determination. It recommends federal and state grants and scholarships that will facilitate the entry of Chicanos into the teaching profession.

The Association further recognizes and will aggressively pursue the realization of the responsibility of state and local education agencies to develop and implement programs which respond to the cultural, including language, characteristics of Chicano children regardless of the availability of federal funds.

***73-47. Institutional Racism**

The National Education Association shall not participate in programs sponsored by organizations which deny membership to certain segments of our society on the basis of race, creed, sex, or ethnic bacground when such denials are not related to the stated purposes of the organization, nor shall the Association utilize the facilities of such organizations.

The Association urges its affiliates and members not presently holding membership in such organizations to discontinue any involvement with such organizations, and urges that its members not participate in, provide programs to, or join organizations utilizing exclusionary membership.

The Association further urges its members now holding membership in such organizations to work actively from within for the total elimination of such exclusionary clauses and to encourage their students to assess their relationship to such organizations.

Add new concept in last paragraph.

72-47. Institutional Racism

The National Education Association shall not participate in programs sponsored by organizations which deny membership to certain segments of our society on the basis of race, creed, sex, or ethnic background when such denials are not related to the stated purposes of the organization, nor shall the Association utilize the facilities of such organizations.

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The Association further urges its members now holding membership in such organizations to work actively from within for the total elimination of such exclusionary clauses.

72-48. The Right to Know

The National Education Association recognizes that the survival of a constitutional representative democracy is inherently dependent upon an informed electorate.

The Association therefore commits itself to protect the right of its members, both as voters and as educators of future voters, to be informed by their government to the fullest extent on all domestic and foreign policy, duly observing obvious national security interests.

72-49. Communication with Governing Boards

The National Education Association recognizes that understanding and favorable attitudes of school board members are important to the success of local education associations. The Association shall assist state associations to develop lines of communication with individual school board members in their states.

72-50. Exceptional Student Needs

The National Education Association recognizes that there must be increased development of educational programs to meet the needs of several groups of students. Among these groups are: displaced students of desegregated districts; the disruptive student; the disabled reader; the physically handicapped; the gifted and creative; the low ability; and those who do not qualify or have no desire to pursue a college program.

The Association urges increased support for the identification of these students, training of educators, and provision for development of programs at the local, state and national levels. The Association further supports the efforts of its affiliates to negotiate and legislate for the training and hiring of an increased number of teachers with education in special areas.

***73-51. Parental Leave**

The National Education Association believes that teachers should be granted leaves to fulfill maternal or paternal responsibilities. Absences related to childbearing should be treated as temporary disabilities for job-related purposes. Policies should recognize the rights of the teacher to determine initial and terminal dates of the leave. The Association further believes that extended leaves of absence, without pay but without loss of rights or benefits, should be available to teachers for the purpose of child rearing.

New Resolution.

***73-52. Child Care Services**

The National Education Association urges the enactment of federal legislation to assist states and local communities in providing child care services, including early child development programs, health services, and family counseling. Such programs must provide for maximum involvement of educators and parents at the operational as well as the administrative level.

The Association should establish standards for child care facilities and certification standards for professional child care personnel and seek their adoption by state agencies.

New Resolution.

***73-53. World Peace**

The National Education Association recognizes the interdependence of all peoples and supports the United Nations as an important institution in the quest of world peace. The Association urges that the United States make every reasonable effort to strengthen the U.N. in ways that will make it a more effective instrument for world peace.

The Association affirms its commitment to foster the type of education and goodwill that safeguard the ideals of peace and freedom and human dignity. It urges its affiliated groups and members to implement its commitment to world peace founded on genuine respect for and understanding of individual and cultural diversity in their respective programs. Teachers should strive to develop this respect and understanding in their students.

New Resolution.

names in the news

Irvamae V. Applegate, 1966-67 NEA president and a leader in the Association's merger of dual black and white associations in Southern and Border states, died March 3 of pneumonia. She had undergone brain surgery in December. A past president of the Minnesota Education Association, she had been dean of the School of Education at Minnesota's St. Cloud State College since 1962. Contributions may be made to the Irvamae Applegate Student Loan Fund at St. Cloud.

Robert T. Krueger, 1968-69 chairman of the former NEA Citizenship Committee and a member of the committee since 1965, died March 16 in Salt Lake City, Utah. Mr. Krueger, English teacher and vice-principal, also served as the chairman of the Task Force on a National Political Structure in 1969-70. This task force laid the ground for the formation of the NEA Political Action Committee.

NEA Instruction and Professional Development staff member **Ole Sand** died April 2 in a New Orleans hospital where he had been admitted March 2 after a severe head injury. Dr. Sand never regained consciousness after the injury and the cause of the accident remains unknown. His NEA service began in 1960, when he was named to direct the Association's Project on Instruction. In 1963 he became director of the NEA Center for the Study of Instruction. Contributions to the Ole Sand Memorial Fund, which will help associations develop instructional improvement programs, may be sent c/o Robert McClure, NEA Instruction and Professional Development, at NEA Center. Check should be made payable to the fund.

The NEA Board of Directors has appointed **Helen Wise,** NEA president-elect, and **D. Robert Graham,** senator, 48th district, Florida, to the board of directors of the National Foundation for the Improvement of Education.

Members of the NEA Task Force on Testing, appointed by NEA President **Catharine Barrett,** include: **Charles J. Sanders,** chairman, Maine; **Jean Blachford,** New Jersey; **Lupe Castillo,** California; **Dorothy Lee Collins,** Texas; **Robert L. Harcourt,** Indiana; **Jane B. Mace,** Wisconsin; **Golda Walbert,** Kentucky; **Ezekial Williams** (student representative), South Carolina. **Bernard H. McKenna,** NEA Instruction and Professional Development, is the staff contact. **Boyd Bosma,** NEA Teacher Rights, and **Alton B. Sheridan,** NEA Research, serve as consultants. The task force, mandated by the 1972 Representative Assembly, will present an interim report to the 1973 NEA Representative Assembly.

NEA, through its Office of Convention and Conference Management, recently honored representatives of the hotel and airline industries who "best exemplify professionalism and service" in helping assure the success of NEA meetings. Receiving engraved plaques at a special ceremony at NEA Center were: **Horst Dziura,** San Francisco (California) Hilton Inn; **Walter R. Potts,** Hilton Hotels Corporation, Washington, D.C.; **Hartly Kruger,** Seattle-King County Convention and Visitors Bureau, Seattle, Washington; **Joseph W. McCarthy,** ITT Sheraton Corporation of America, Boston; **Marge Krashkevich,** American Airlines, Washington, D.C.; and **Michael N. Tristano,** Sheraton-Park Hotel and Motor Inn, Washington, D.C.

NEA MEMBERS SHOPPING MART

NEA member response to the Discount Holiday Gift offer in the October 1972 REPORTER was so enthusiastic that NEA Special Services is offering another, larger assortment of popular items in time for graduation gifts or personal use.

The purpose of this service is to make available to NEA members high quality products at the best possible cost. With the approval of the Special Services Committee, the staff, under the direction of Arnold W. Wolpert, examined and tested a variety of products with the following selection criteria in mind:

- "best value" current models offered by major corporations
- quality workmanship and design
- advantageous price
- reputable service and warranty.

On this page and the next are the winners, listed in a new format which we hope will be a convenient service to members.

Prices listed are to NEA members only and include shipping charges to any address within the U.S. Please allow 3 to 4 weeks for delivery.

If you have any suggestions as to merchandise you'd like to see listed in the future, please let Special Services know about them.

As an added convenience, any and all items may be charged to BankAmericard or Master Charge.

GE Stereo System

Play 8-track tape or listen to stereo radio with a new model 3-piece General Electric SC 1500 Stereo Component System.

Combination tape player with automatic or manual program sequencing and FM/AM/FM Multiplex Tuner reproduces a full range of music with ease.

20 Watts Peak Music Power (10 Watts EIA Music Power) delivered through a handsome set of matched, closed back speakers, each with a 6½" high compliance speaker. System features:

- Vernier tuning with FM Stereo fine tuning indicator.
- Switchable Automatic Frequency Control (AFC) for drift-free FM reception.
- Tuned RF on FM for improved sensitivity.
- Mode selector for AM, FM, FM Stereo, Tape, and Phono.
- Separate controls for tailored tone, balance, and volume.
- Auxiliary jacks for phono and power line outlet.
- Upfront stereo headset jack for private listening.

Constructed of easy-care wood grain vinyl on particle board. Price to NEA members: $119.73 (Retail list price: $159.95).

Samsonite "Silhouette" Luggage and Kodak Pocket Instamatic 20

Available only as sets:

Men's set includes—24" Companion/Casual Carry-on Suiter/ Kodak Pocket Instamatic 20.

Ladies' set includes— 24" Pullman/Shoulder Tote/Kodak Pocket Instamatic 20.

"Silhouette" is Samsonite's fair-traded, top-of-the-line luggage with all quality features, including recessed locks, lightweight magnesium frame, heavy-duty steel hinges, dust-proof tongue and groove closure, scuff and stain resistance.

In lieu of a price discount, this offer includes the Kodak Pocket Instamatic 20 (described in box at right) at no additional cost.

24 Men's Companion—large overnight-type case with divider pad which creates two roomy sections.

Men's Casual Carry-on Suiter—zipper-closed bag which fits easily under any jet seat. Features plenty of room for accessories plus a special fixture for suit packing.

Choice of colors (men's): Oxford Grey or Deep Olive.

Price to NEA members for both pieces plus Kodak Pocket Instamatic 20: $80.61 (Retail list price of all items: $108.95).

24 Ladies' Pullman—overnighter with interior styled for most efficient packing, two-tone dobby-weave taffeta lining.

Ladies' Shoulder Tote—convenient outside pocket and carrying strap which adjusts for shoulder or hand carrying.

Choice of colors (ladies'): Biscayne Blue, Pink Champagne, or Dover White.

Price to NEA members for both pieces plus Kodak Pocket Instamatic 20: $77.04 (Retail list price of all items: $105.45).

ORDER FORM—NEA MEMBERS SHOPPING MART

Please send me:

Quantity	Item	Price to NEA members (includes delivery) UNIT	Total
.....	MX50 BOWMAR Pocket Calculator	$71.35	.....
.....	REMINGTON 661D Pocket Calculator	$59.96	.....
	SAMSONITE "Silhouette" Luggage set with KODAK Pocket Instamatic 20 camera set		
	Check Color Choice		
.....	24 Men's Companion and Carry-on Suiter — ..... Oxford Grey / ..... Deep Olive	$80.61	.....
.....	24 Ladies' Pullman and Shoulder Tote — ..... Biscayne Blue / ..... Champagne Pink / ..... Dover White	$77.04	.....
.....	WOLLENSAK 401 Mini Cassette Recorder	$74.48	.....
.....	OLIVETTI Lettera 31 Typewriter	$53.67	.....
	Type face: ..... Pica ..... Elite		
.....	GENERAL ELECTRIC SC 1500 Compact Stereo system	$119.73	.....
	Please also send me the:		
.....	KODAK Hawkeye Instamatic X Color Outfit (limit of 1 per item purchased)	$ 9.95	.....
		TOTAL	.....
		Sales Tax (DC residents only add 5% sales tax)	.....
		Total Amount of Check Enclosed	.....

NEA MEMBER ..... YES ..... NO

Mail this order form to:
NEA Special Services, #915
1156 Fifteenth St., NW
Washington, DC 20005

Ship to:

NAME .....

ADDRESS ..... Apt. # .....

CITY ..... STATE ..... ZIP .....

Make check payable to:
"NEA Special Services"
or
Charge your purchases to your BankAmericard or Master Charge account

BankAmericard Account Number

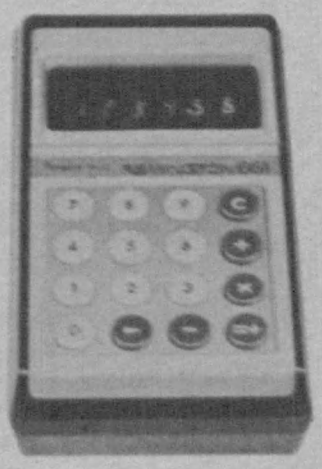
Master Charge Account Number

Card expiration date: ..... month ..... year

Authorized Signature: .....

NEA SHOPPING MART

Pocket Calculators



If you work with figures . . . and who doesn't? . . . a pocket calculator puts instant answers in the palm of your hand . . . anywhere . . . anytime. Add, subtract, multiply, divide with push-button simplicity. So easy even primary school children can use it. One chip calculator circuit is exceptionally rugged. No moving parts to jar, jam, or wear out.

NEA Special Services offers a choice of two personal pocket calculators to fit your needs and your budget:

Remington 661D—A full 4-function wizard for less than $60.

Only 12½ oz. including carrying case and batteries, it operates on 4 disposable penlight batteries. The Remington 661D has a 6-digit, ¼" display capacity. A special "Flip-Flop" key permits a 12-digit product/quotient which is read in two passes. A negative answer is indicated by a minus sign. Full floating decimal automatically moves to the correct position in the answer.

90-day warranty covers parts and labor.

Price to NEA members: $59.96 (Retail list price: $79.95).

MX50 Bowmar Brain—operates on rechargeable nickel cadmium batteries. An AC adapter saves on batteries for desk use and recharges at the same time.

- The 5th function: new % key automatically gives % answer with decimal in proper position.
- All new "Omni-Constant" feature temporarily stores a number for repeat operations.
- Clear entry key permits removal of an incorrect entry without removing entire calculation.
- Full floating decimal, 8-digit, ⅛" display capacity plus indicator bit for minus sign, overflow, and low battery indication.

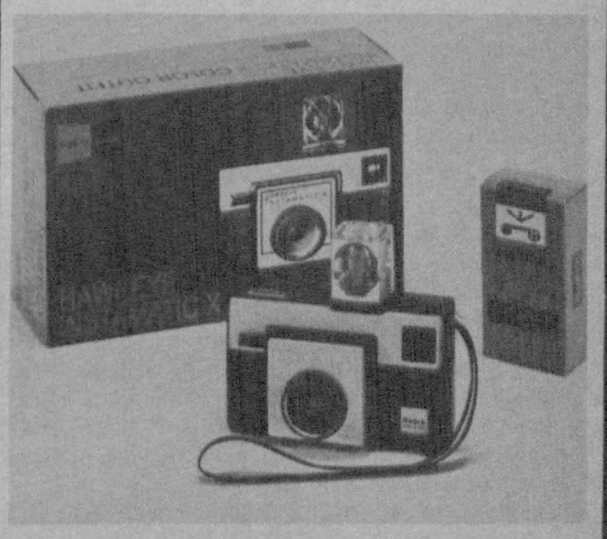
Warranty covers parts and labor for 1 year.

Price to NEA members: $71.35 (Retail list price: $99.95).

Hawkeye Instamatic

Purchase of **any** of the items listed in this NEA Members Shopping Mart entitles you to a cost saving of $13.00 on Kodak's Hawkeye Instamatic X. This easy-to-use instant loading camera takes color, black & white, color slides—uses Kodacolor film. New self-powered magicubes flash without batteries. Quick action lever advances film and magicube. The color outfit includes: camera, color film, magicube, wrist strap, and instruction book.

This bargain bonus is available to Shopping Mart customers for $9.95. **Sorry—this camera cannot be purchased separately.**



Kodak Pocket Instamatic 20

Slim and lightweight (6 oz.), this camera fits in your pocket or purse yet takes big 3½" x 4¼" snapshots in black & white or color and slide transparencies. Loads instantly with 110 size drop-in film cartridges and uses self-powered (no batteries) magicubes for flash pictures.

The Instamatic 20 features a 3-element f/9.5 lens, pre-set for a distance of 5 ft. to infinity, and a built-in sliding lens cover. A special signal in the viewfinder warns against a closed lens cover or used flashcubes.

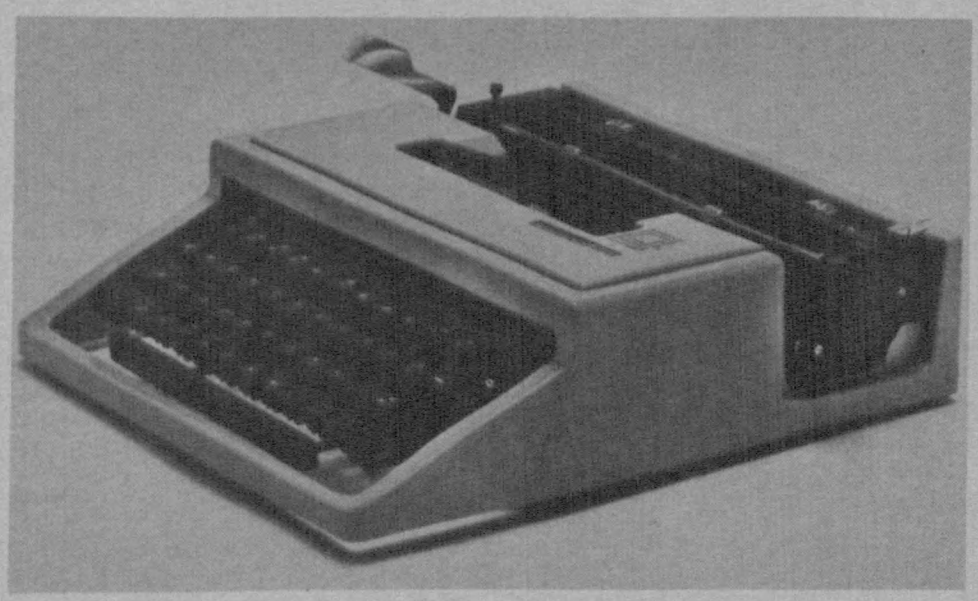
Warranty covers parts and labor for 1 year. (Suggested retail price: $31.95.)

Sorry, this camera cannot be purchased separately. Available only as a combination offer with either set of Samsonite "Silhouette" luggage (see box at left).

Note

These product offers are made possible only by special arrangements made by NEA Special Services with the manufacturers or their authorized distributors. They are available only to NEA members and only through this special offering. These special NEA prices represent a discount from advertised list prices of 25 percent or more on each item—and include delivery costs. Availability beyond committed quantities and after 120 days (August 31, 1973) cannot be guaranteed.

Olivetti Portable Typewriter



This lightweight portable typewriter weighs less than 10 pounds yet hugs the desk like a standard machine. It has many of the other features found on a non-portable:

- Full-size 43-key keyboard
- Automatic paragraph indentation
- 3-position line space selector with line memory for easy corrections
- 2-color ribbon and stencil selection
- Margin release key
- Carriage accepts a No. 10 envelope
- Easy-to-use margin settings
- Positioning scale
- Paper release lever
- Back space key.

The Lettera 31 is available in Pica (10 characters per inch) or Elite (12 characters per inch) type face. Comes with an attractive, simplicity-itself carrying case (no levers and hooks to position or fasten) and is guaranteed for 5 years against normal wear.

Price to NEA members: $53.67 (Retail list price: $71.50).

Mini Cassette Recorder

The mini-size, precision-built Wollensak 401 weighs a very portable 1.6 pounds. Records and plays monophonic cassettes and stereo cassettes monophonically. Operates on 4 standard penlight batteries; or 4 rechargeable nickel cadmium batteries; or AC or DC adapter.

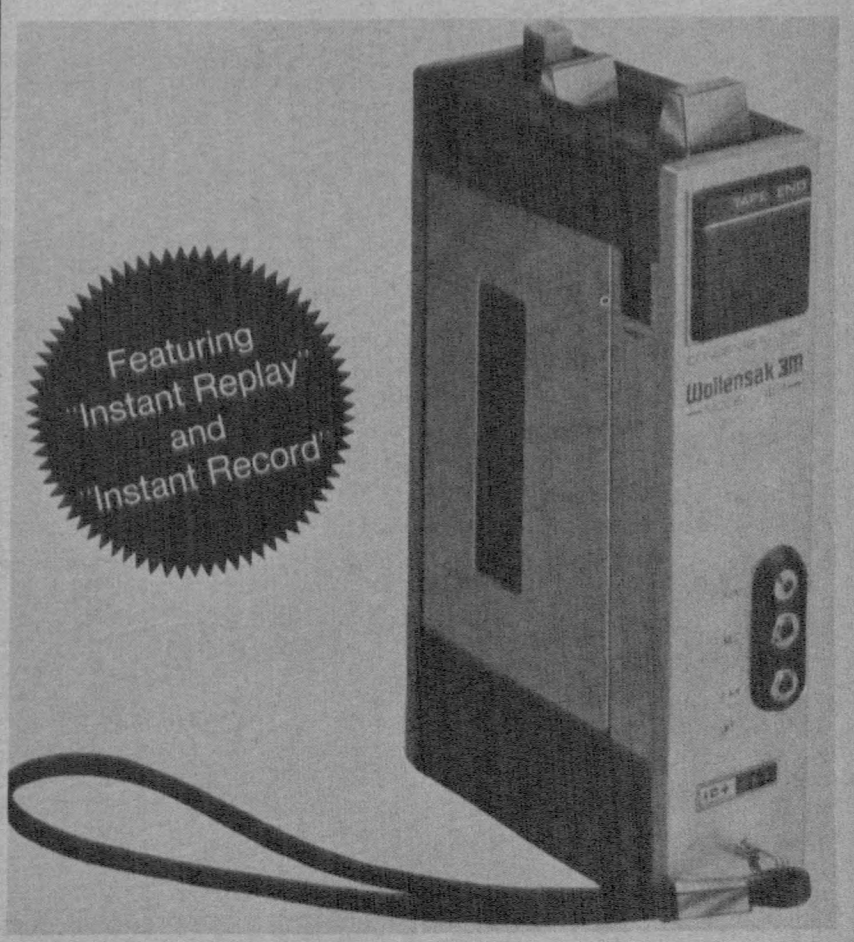
Features:

- "Instant Record"
- Built-in, highly-sensitive condenser microphone
- Single touch review mechanism for instant review during recording or playback
- Illuminated end-of-tape indicator and automatic shut off
- Automatic recording level circuit eliminates need for volume setting during recording
- Cassette eject button
- Record level/battery condition meter.

Full range of accessories (not shown include):

- Audio cable to record from external amplifier
- Remote microphone with on-off switch
- Earphone for private listening
- Telephone monitor for recording telephone conversations
- AC (120 volt) adapter for AC power use
- DC (12 volt) adapter for automobile and boat use
- 4 "AA" batteries
- Carrying case
- C-60 high energy cassette
- Instruction manual with 1-year warranty on parts, 90 days on labor.

Price to NEA members: $74.48 (Retail list price: $99.95).



NEA TRAVEL

There's still time to see Hawaii this summer

Limited space is available on the following exciting summer programs to Hawaii. NEA is offering an assortment of tours to meet every budget and taste. Departures from a variety of cities coast to coast are convenient for just about everyone. (See table for departure cities and prices. *Prices will remain firm!)* In addition to NEA members, relatives, children of any age, and friends are welcome on all Hawaii programs.

Features included in all the Hawaii Tours: Round-trip transportation via Northwest Orient jet; hotel accommodations; fully escorted; delightful meals and champagne served enroute; flower lei greeting; Mt. Tantalus/city tour in Honolulu; professional guides; all transfers; handling of two pieces of luggage throughout; sightseeing by deluxe air-conditioned motorcoach; NEA accident and baggage insurance.

POLYNESIAN ROMANCE—13 nights, 14 days—standard rooms in superior hotels.

PRH-1 (June 16-June 30) **PRH-4** (July 21-August 4)
PRH-2 (June 30-July 14) **PRH-5** (August 4-August 18)
PRH-3 (July 7-July 21) **PRH-6** (August 18-September 1)

Itinerary: 2 nights in Hilo (Hilo Lagoon Hotel); 2 nights in Kona (Kona Islander Hotel); 2 nights in Maui (Kaanapali Beach Hotel); 2 nights in Kauai (Kauai Beachboy Hotel); 5 nights in Honolulu (Princess Kaiulani Hotel).

HONOLULU HAPPENING—7 nights, 8 days—from Portland only.

HH-1 (July 7-July 14) 7 nights at the Princess Kaiulani Hotel (standard rooms, superior hotel)

HH-2 (July 7-July 14) 7 nights at the Sheraton-Waikiki Hotel (mountain-view rooms, deluxe hotel)

WIKI-WIKI HAWAII—13 nights, 14 days.

WH-1 (June 9-June 23) **WH-3** (August 4-August 18)
WH-2 (July 28-August 11) **WH-4** (August 18-September 1)

Itinerary: 13 nights at the Princess Kaiulani Hotel (standard rooms, superior hotel)

HAWAIIAN LOVE AFFAIR—13 nights, 14 days—superior rooms in deluxe hotels.

HL-1 (June 23-July 7) **HL-3** (August 4-August 18)
HL-2 (July 14-July 28)

Itinerary: 1 night in Hilo (Naniloa Hotel); 2 nights in Kona (Kona Surf Hotel); 3 nights in Maui (Sheraton-Maui Hotel); 2 nights in Kauai (Kauai Surf Hotel); 5 nights in Honolulu (Sheraton-Waikiki).

The beautiful Sheraton-Waikiki Hotel, where several NEA tour groups will stay this summer.

Departure City	Polynesian Romance	Honolulu Happening	Wiki-Wiki Hawaii	Hawaiian Love Affair
Atlanta	$523		$433	$607
Chicago	$513		$403	$587
Cleveland	$523		$433	$607
Detroit	$523		$433	$607
Los Angeles	$513		$403	$587
Milwaukee	$523		$433	$607
Minneapolis/St. Paul	$523		$433	$607
New York	$557		$467	$627
Philadelphia	$557		$467	$627
Pittsburgh	$523		$433	$607
Portland	$513	HH-1 $238 HH-2 $273	$403	$587
San Francisco	$513		$403	$587
Seattle	$513		$403	$587
Washington	$557		$467	$627

Note: A 10% tax and service charge will be added to your final invoice for each of the above tours. Above per-person prices are based on sharing a twin-bedded room.

Preview of NEA Christmas tours for 1973

Tour, Code No. and Dates	Description and prices
* **Snows of Mont Blanc** (XMB) 12/23/73-1/1/74	Nine nights in Geneva, Switzerland. Winter sports areas for sleigh riding, skiing, snow hiking, and snowmobiling. $375 from New York.
* **Merry Christmas from Montreaux** (XCM) 12/23/73-1/1/74	Free time in Montreaux, the Riviera of Switzerland. Winter sports accessible. $435 from New York.
* **Michelangelo Masterpieces** (XMM) 12/23/73-1/1/74	Christmas in Rome, New Year's Eve in Geneva! (7 nights Rome, 2 nights Geneva). $545 from New York.
* **Dutch Shoes** (XDS) 12/23/73-1/1/74	Eight nights in Amsterdam. One day in the home of a Dutch family. $378 from New York.
* **Faraway Fairways** (XFF) 12/26/73-1/1/74	Five nights in Marbella, Spain. Deluxe hotel; unlimited golf. $298+10% from New York.
* **Curtain Call** (XCC) 12/23/73-1/1/74	Eight nights in London! Four fabulous theatre events. $460 from New York.
* **Russian Winter Festival** (XRF) 12/22/73-12/31/73	A unique experience—Christmas in Russia! Sight-seeing, the Bolshoi Ballet, and the circus. $669 from New York; $696 from Washington, D.C.
Christmas in the Holy Lands (XHL) 12/22/73-12/30/73	Shrines of Jerusalem, Bethlehem, Rome. Midnight Mass at St. Catherine's. $698 from New York.
* **Mediterranean Ports at Christmas** ((XCM) 12/22/73-12/31/73	Jet to Athens, then cruise the Mediterranean on new luxurious *TTS Atlas*, stopping at Izmir, Beirut, and Haifa. $498+10% from New York; from Chicago same +$97; $830+$50 tax/service from San Francisco.
Honolulu Malihini (HM) 12/23/73-12/30/73	Seven days, 6 nights in Honolulu. $315 from Los Angeles, San Francisco, Portland, Seattle, Chicago; $355 from Cleveland, Detroit, Milwaukee, Pittsburgh, Atlanta, Minneapolis/St. Paul; $395 from New York, Philadelphia and Washington, D.C. (All prices+10%).
Hawaiian Kalikimaka (HK) 12/23/73-12/30/73	Seven days, 6 nights in Hawaii (2 islands). $385 from Los Angeles, San Francisco, Portland, Seattle, Chicago; $425 from Cleveland, Detroit, Milwaukee, Pittsburgh, Atlanta, Minneapolis/St. Paul; $465 from New York, Philadelphia, and Washington, D.C. (All prices+10%).
* **Nassau Cruise/ Walt Disney World** (NCD-1) 12/26/73-12/31/73	Two nights in Orlando (including Walt Disney World), 3-day cruise from Miami via *SS Emerald Seas* (including visit to Nassau). $299+$40 tax/service from New York.
* **Nassau-Freeport Cruise/ Walt Disney World** (NCD-2) 12/23/73-12/30/73	One night in Miami, 4-day cruise from Miami on *SS Emerald Seas* (including Nassau and Freeport), 2 nights in Orlando (including Walt Disney World). $359+$40 tax/service.
Christmas in Guatemala (XG) 12/22/73-1/1/74	Enjoy the holiday season in colorful and exciting Guatemala! Scheduled sight-seeing. $489 from New Orleans; $557 from New York and Washington, D.C.; $617 from Chicago; $594 from Los Angeles. (All prices+$40 tax/service.)
* **Islands in the Sun** (XIS-1, XIS-2) 12/21/73-12/31/73 (XIS-1) 12/22/73-1/1/74 (XIS-2)	Three nights in Palma, Mallorca; 3 nights Las Palmas, Canary Islands; 3 nights aboard the *Apollo* stopping at Malaga and Casablanca. $385 up (depending upon ship accommodations)+10% tax/service from N.Y.

*NOTE: NEA membership six months prior to departure date is required on tours indicated with *. Members of the immediate family (limited to spouse, dependent children, and parents of the NEA member only, residing in the same household) are also eligible. Other relatives and friends may participate in tours not marked with *. Prices are per person based on two persons sharing a double room and are all subject to change. Single accommodations are at additional cost. Complete details on the tour of your choice will be sent upon registration. (There is a $15 per person cancellation fee on all tours for 1973-74.)*

Application for NEA Travel reservation

TO: NEA Educational Travel; 1201 16th St., N.W.; Washington, DC 20036

Include deposit check in the amount of $200 per person for summer tours to Hawaii or $125 per person for Christmas tours. Please send a mailing label from the *NEA Reporter* or *Today's Education*.

Please reserve ..... spaces on ..... departing
tour no.
on ..... from ..... Deposit enclosed $.....
date city
Name(s) .....
Please give names and addresses of additional persons on separate sheet
Address .....
City ..... State ..... Zip .....
Home telephone ..... Business telephone .....
include area code include area code

nea reporter

August 1973 Vol. 12, No. 4 Published by the National Education Association Washington, D.C. 7

NEA delegates say
MERGER YES, AFL-CIO NO

Delegates to the 1973 NEA Convention in Portland, Oregon, approved plans for merger talks between NEA and the American Federation of Teachers, an AFL-CIO union. But the delegates voted to require that any resulting merger be outside the AFL-CIO.

"The NEA and its affiliates will not enter into a merger requiring affiliation with the AFL-CIO or any other labor organization," says new business item 52 as passed by the delegates.

The delegates endorsed a merger proposal to be submitted to the AFT setting forth three basic concepts NEA is not prepared to compromise during merger discussions:

- No affiliation with the AFL-CIO and no obligation to the institutional positions and objectives of the AFL-CIO
- Guaranteed minority-group participation in the governance and operation of the new organization
- Use of the secret ballot to elect the officers and change the governing documents of the new organization.

The proposal also includes a one-year moratorium on all merger discussions at the state and local levels and on organizational rivalry at the local level.

Following up on these actions, NEA President Helen Wise wrote to AFT President David Selden early this month, inviting the AFT to meet with NEA ". . . as soon after September 1, 1973, as the necessary procedural arrangements can be made."

In the letter, she pointed out that although the 1973 Representative Assembly had reaffirmed the NEA's "basic commitment to an independent teacher organization," it also indicated "NEA's willingness to enter into discussions looking toward the goal of uniting all educators in a single national organization."

Coalition approved

The delegates approved continued NEA participation in the Coalition of American Public Employees and urged NEA affiliates to "initiate and support the establishment of counterpart coalitions at the local and state levels."

The Coalition was formally announced on March 8 this year. In addition to NEA, national members are the American Federation of State, County, and Municipal Employees, AFL-CIO; the International Association of Fire Fighters, AFL-CIO; and the independent National Association of Internal Revenue Employees.

Dollars for politics

The NEA delegates voted to raise more funds for teacher political action. A business item passed by the delegates recommends institution of a system whereby NEA members would contribute $1 a year to support such a program.

NEA President Wise said that political action is her "first major objective." The delegates directed that an NEA ad hoc committee develop a procedure for NEA endorsement of a candidate for U.S. president in 1976.

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At the close of the Portland Convention, outgoing NEA President Catharine Barrett of New York (right) passed the gavel to Helen Wise, a Pennsylvania teacher. Wise promised to build NEA's political force to the point where presidential candidates seek NEA endorsement. See page 3 for more of her speech.

HOW NEA REACHES YOU

NEA members—all 1.4 million of you—will receive a periodical from the Association every month this school year. This August issue of the REPORTER kicks off the new schedule.

Next month you will receive *Today's Education,* now a quarterly redesigned to provide in-depth coverage of topics which help teachers teach. Then a REPORTER or journal will be mailed to you each month: the newspaper in October, December, February, April, and May; the journal in November, January, and March.

The REPORTER, too, has been redesigned. It will focus on interpretive stories about association programs and on major and continuing news.

NEA's high-speed teletype system will provide daily news and information to all state affiliates for use in state publications.

NEA DELEGATES QUESTION "ACCOUNTABILITY," RAP TESTING "OVERKILL"

NEA delegates in Portland passed resolutions and approved task force reports on a broad range of topics relating to teaching and teachers.

The delegates, by resolution, directed the Association to "seek the proper base professionally, legally, and legislatively for educators to achieve optimum and appropriate accountability programs." The problem, the resolution says, is that "educators can be accountable only to the degree that they share responsibility in educational decision-making and to the degree that other parties who share this responsibility —legislators, other government officials, school boards, parents, students, and taxpayers—are accountable."

There is overkill in the use of standardized tests, an NEA task force report informed the delegates. A resolution was passed reiterating NEA's call for "elimination of group standardized intelligence, aptitude, and achievement tests to assess student potential and achievement until completion of a critical appraisal, review, and revision of current testing programs."

An NEA task force report calling for expansion of Asian American programs in the school and within the association includes the sentences: "America is a racist society. NEA is anti-Asian." After debate and a roll-call vote, attempts to remove the two sentences failed.

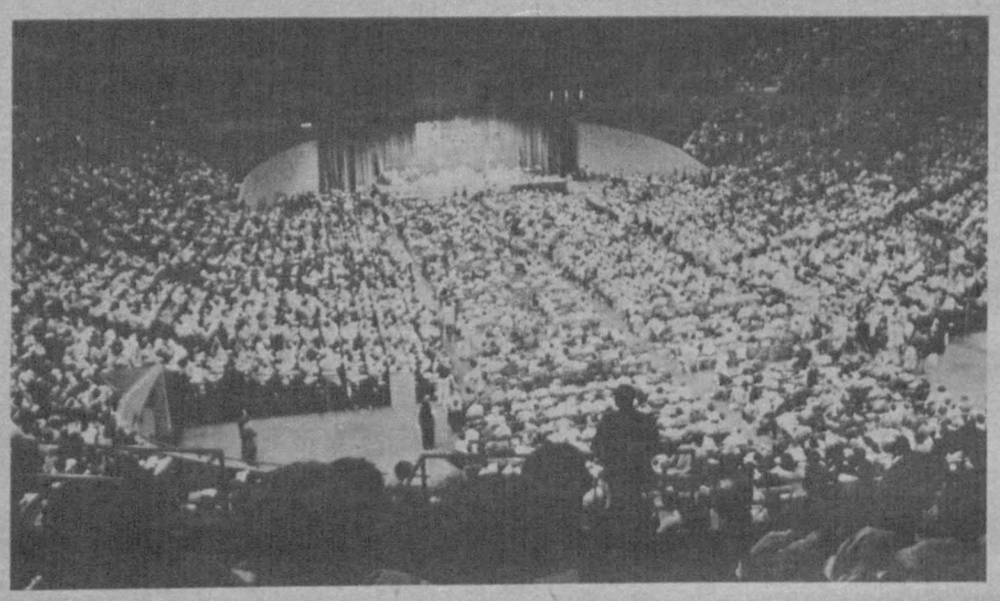
Another task force report okayed by the delegates sets up guidelines to guarantee the involvement of practicing teachers in the initial preparation of teachers. Among other things, it says that "professional courses and/or learning experiences of prospective teachers must be taught or directed jointly by college personnel and qualified practicing teachers, as approved by their own associations."

The guidelines also urge state teachers associations to support the creation of professional standards boards.

A resolution stressing the human rights of teachers calls for an end to personnel policies that are discriminatory. Policies must guarantee that no person be employed, retained, paid, dismissed, or demoted because of race, color, national origin, religious beliefs, political activities, professional association activity, age, or sex, the resolution states.

Resolutions approved by the delegates also urged:

- an end to performance contracting
- a starting salary of $12,500 for a qualified beginning teacher
- stronger guarantees of due process of the law for teachers involved in work stoppages
- more work to improve American Indian education
- more teaching about population change and about the environment.



Delegates to the 1973 NEA Convention set a record in numbers —9,146 were officially registered. They met in Portland's Memorial Coliseum.

TERRY HERNDON

"What is the path to teacher power?"

New NEA Executive Secretary Terry Herndon addressed the Convention July 3. Excerpts from his speech follow.

The united teaching profession is on the brink of an unprecedented *Professional Offensive*. Simply stated, the goal in this offensive is to develop the program and to acquire the power to give teachers the decision-making authority, the public esteem, and the economic remuneration they deserve and must have.

"We cannot realize the promise of tomorrow unless we are willing to remake the world of today."

In the past some among us have raised personal agenda over rightfully preeminent professional goals. Today and tomorrow such agenda should give way to solidarity behind the offensive which includes:

- the acquisition and consolidation of a power base for the profession
- the expansion and extension of effective intervention techniques such as bargaining and lobbying
- the vigilant protection of the professional and human rights of every teacher
- the substantive development of our profession, and
- the selling of the profession.

What is the path to teacher power? In our business, it is organizing for the concentration of teacher energy behind a goal and a single strategy for goal achievement. Power and the promise of accomplishment grow as we move toward unification of American educators behind a single, organized professional offensive.

. . . . we must confront the term *Teacher Unity*. A broad but operative definition of *Teacher Unity* is *the constant effort to create a national teacher organization of more than 1.3 million members* broadly representative of the teaching profession and united in purpose and method. . . . Within this definition lie the seeds of growth of teacher power. While there may be other possible factors in the equation, certainly the most obvious ones are:

- completing the unification of our state and local affiliates
- organizing the unorganized teachers
- considering mergers with a number of potentially compatible organizations which currently compete for members and power.

Professional security is a principle too dear to teachers ever to be impaired, sacrificed or compromised. There remain too many circumstances where teachers are arbitrarily and sometimes capriciously restrained from doing the best job they are able to do.

On another front, we see the near annihilation of the black administrator in

Southern schools. Black teachers are not a lot better off. This is absolutely intolerable.

This must be countered with unrelenting efforts in the courts, in the federal offices, in the legislatures, and the Congress.

. . . .

We must vigorously address our efforts toward giving special meaning to the word "teacher" [and we must agree on] a commitment to the appropriate substantive development of our practitioner members to provide a conceptual foundation and framework for:

- individualization of instructional planning
- organizing schools into units which are manageable for teachers and responsive to children's needs
- the basis for teacher dialogue with students and parents with each bringing something unique to the dialogue
- a rational offense on accountability and testing
- a rational offense for dealing with behavioral objectives, performance-based certification, etc.
- a rational offense for professional jurisdiction over licensure or certification
- a rational offense for altering the whole of pre-service teacher education and developing a realistic internship experience
- a reason for massive investments in in-service education for teachers.

Education today is in flux, our public is extremely volatile. In a very large sense, we are the key, we are the ones who will give order and direction to the future. I am convinced that we cannot realize the promise of tomorrow unless we are willing to remake the world of today.

HELEN WISE

"Activism is very professional"

New NEA President Helen Wise addressed the final session of the Convention July 6.

Last year, I assured you my number one priority would be for legislative and political clout which commences with strong well-organized programs and thrives and succeeds with grass roots efforts. . . . Thus, our first major objective, politically and legislatively, will be to reverse the national leadership in Washington and put a friend of education in the White House and more friends of education in Congress.

We will initiate a grass roots campaign that will bring about the victories which we must have in 1976, and if that means building a war chest to get friends of education elected, then we need to open the lid and begin plunking in the money.

One thing is certain, the NEA will not sit out the next national election.

In fact, we will build NEA's political force over the next two years to the point where the presidential candidates will seek NEA endorsement. We have the power to elect the next president. We need only to make a commitment to do it.

In the meantime, we will continue to drive for a federal collective bargaining law for public employees and for a substantial increase in the federal share of the total public school dollar expenditure.

Every state, every leader, every teacher must be involved in this campaign and all of you will be called upon.

Beyond political and legislative activity during the next year, I will be guided by several basic beliefs.

1. My belief in teacher unity. I have found that teachers do want to be together and that the overwhelming majority of them prefer teacher unity without AFL-CIO affiliation. We must have a free, independent organization and I will work in behalf of that concept. At the same time I will continue to work with related organizations through the Coalition of American Public Employees.

2. The need for more emphasis on programs for the minorities and disadvantaged. We cannot afford to neglect one child or one teacher, be they black, First American, Asian, Chicano, rich or poor. We will strengthen our task force involvement, develop ways to implement their programs, and be unrelenting in our drive to turn around the priorities of the American people.

3. Governance of the profession. Teachers must determine what is best for teachers and what is best for education, not outside organizations or cliques with vested interests that restrict the opportunities for us to do our best or that are disguised profit-making ventures for private corporations.

We must seek professional standards and practices legislation in every state so that we do have a meaningful voice in how teachers are trained, and who enters the profession. Then we must make sure that school boards guilty of nepotism and political favoritism are exposed to the public, for it is they who have sought to weaken and destroy the profession. It takes teacher activism to enact standards and practices legislation since school boards, administrators, and state departments generally oppose such laws, preferring instead to have the freedom to manipulate certification regulations so they can employ or protect political favorites.

4. My belief in the role of the executive secretary. With the naming of Terry Herndon as executive secretary and his ability to provide leadership and direction to the NEA staff, a positive atmosphere has been restored throughout the NEA staff. Terry Herndon has brought a new dignity and respect to the office of executive secretary and unlike recent years there is now a clear understanding of the respective roles of president and executive secretary. This is extremely important for the effective operation of the NEA, its governance, and staff.

5. Helping teachers teach. The new NEA theme points up the concept that while NEA is an advocate organization that speaks, lobbies, and bargains for teachers, it is also a service organization. This means that we will help teachers prepare to teach, welcome them to their first professional position and give them the confidence to get started in a teaching career; provide in-service programs that will aid them to update teaching techniques, improve their working conditions, provide them with security from political and school board harassment, and perhaps most important of all, get rid of some of the sacred cow heirarchy that stands in their way of doing a good job. It means we will fight regressive school boards and nonsensible administrative dictates and regulations.

6. Accountability. We're all for accountability but our adversaries consistently put the label on the wrong group. When accountability is discussed, it is commonly thought that it is only teachers who must be accountable. First, to be accountable, we must have a say in what we are expected to produce, and this requires a complete reversal of the system.

But more important, I believe we should identify who the culprits really are. They are school boards that refuse to enact sound educational programs or provide good working

conditions, the public that refuses to provide financial support to education, and the heirarchy that prohibits teachers from having the freedom and flexibility to innovate or to create in the classroom. They are the ones that must be held accountable—and we must put it to them.

7. A new concept of professionalism. While it is recognized that many teachers throughout the nation are totally dedicated, some would attempt to separate professionalism and militancy, contending that NEA cannot be both an advocate organization and a professional society.

The latter group, I fear, have been intimidated too long by administrators and school boards that have labeled teacher militancy as undignified.

How many activist teachers have heard that trite expression, "I believe your attitude is unprofessional," from someone in the heirarchy when a colleague courageously voices his conviction.

To management, being professional is doing what you're told, and not questioning higher authority.

Fortunately, today the teachers' concept of their role in society has changed and they have determined that their organization change with them.

Accordingly, NEA is becoming as strong and powerful as it is large because it is responding to the needs and demands of the changed professional it represents.

The professional classroom teacher is no longer the quiescent compliant teacher of 30 or even 20 years ago. He is no longer automatically a professional because he is a teacher. He is a professional because he commands the respect of his peers, his students, and his community. He has earned that respect because he is better prepared. He has more expert knowledge about the subject he teaches than the school board member who seeks to rule him. He is determined to be involved in policy decisions which affect his welfare as well as his teaching conditions, and most importantly, because he wants a career as a teacher, knowing that to work in the classroom with children is the most important facet of the educational profession.

The thrill of leading the NEA next year will be that the teacher activist movement is under way in varying degrees in every state in the nation, and knowing that the NEA is really in motion. When this gigantic machine starts to move, nothing will stop it.

History shows that every improvement in the teaching profession has come about as the result of a power struggle—teacher power against anti-teacher or anti-education forces. That teachers have not done better up to now has been the result of an ineffective power base.

However, as teacher activism grows, teacher power is strengthened. While teachers continually seek improved financial and economic status, and will succeed in achieving these goals, they will not sit quietly by and accept intolerable teaching conditions nor remain mute when school boards fail to provide adequate and up-to-date teaching materials and facilities.

Teachers must be adamant about improving education for all children. They must convince the public that it is very right and very professional for teachers and teacher organizations to stand up for what is best for education and the children we teach. In fact, it is my conviction that to do otherwise is unprofessional.

"The NEA will not sit out the next national election."

"Teachers must determine what is best for teachers and what is best for education."

"We will fight regressive school boards and nonsensible administrative dictates and regulations."

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DELEGATES OKAY NEW CONSTITUTION AND BYLAWS

By a vote of 5,613 to 2,749, NEA delegates in Portland approved a new constitution and bylaws for the Association. Most of the changes will take effect over the next two years.

One change is immediate: no further applications for life membership can be accepted, for the new documents eliminate that category of membership. The more than 130,000 present life members are not affected.

The documents as approved in Portland change delegate allocation for the NEA Representative Assembly, define new categories of membership, allow a two-year term for NEA executive officers, provide for unified association membership, and guarantee classroom teacher and ethnic-minority representation. The documents also provide for an NEA Executive Committee, a Board of Directors, and a Review Board.

Copies of the new constitution and bylaws will be distributed to NEA affiliates and related organizations in September. Early in 1974, detailed information, including official interpretations, will be distributed to all affiliates. This will provide a response to questions about the constitution, bylaws, and transition schedule and deal with matters of implementation and transition not specifically covered in the documents.

The new constitution and bylaws include these provisions:

Assembly

"Allocation of delegate credentials to state affiliates shall be based on the ratio of 1:1,000 active members within the state. No state shall receive fewer than fifteen (15) delegate credentials." "Allocation of delegate-credentials to local affiliates shall be based on the ratio of 1:150 active Association members or major fraction thereof." *These provisions become effective September 1, 1974.*

Classes of membership

"There shall be seven (7) classes of membership in the Association: Active, Staff, Paraprofessional, Educational Secretary, Student, Retired, and Associate." "Membership in the Association shall be determined by the local or state affiliate. . . . Where Association membership is denied on the local level by virtue of educational position, the state may provide for such membership by vote of the state delegate assembly." *Effective September 1, 1974.*

Two-year term for officers

"The terms of the President, of the Vice-President, and of the Secretary-Treasurer shall be two (2) years beginning September 1 following their election. . . . An executive officer shall serve no more than two (2) terms in the office to which elected." *Effective September 1, 1975. The present NEA president and the president-elect chosen in Portland will serve one-year presidential terms; at the 1974 NEA Convention, delegates will choose a vice-president who will serve one year and not succeed to the presidency; then, at the 1975 Convention, delegates will elect a president and vice-president to serve two years beginning September 1, 1975.*

Teacher and minority guarantees

"All committees shall comprise at least seventy-five (75) percent classroom teachers. There shall be a minimum of twenty (20) percent ethnic-minority representation on each committee. . . ." "At least one (1) director elected within each state shall be a classroom teacher and the total number of additional directors representing the members in each state affiliate shall be on the basis of proportional representation by educational position of NEA members." . . . "Members from ethnic-minorities shall comprise at least twenty (20) percent of the Board." . . . Members from ethnic-minorities shall comprise at least twenty (20) percent of the Executive Committee." "If after eleven (11) years no member of an ethinc-minority group has served as President, nominations at the subsequent Representative Assembly shall be restricted to members of such groups." *All effective September 1, 1975, except that bylaw amendment 17 passed at the Portland Convention requires that each affiliated state unit be represented by at least one classroom teacher on the NEA Board of Directors "effective with the first election of a director following NEA fiscal year 1972-73."*

Executive Committee

"The Executive Committee shall consist of the three (3) executive officers and six (6) members who shall be officers of the Association. . . . The executive officers and the six (6) members of the Executive Committee shall be nominated and elected at large by the Representative Assembly. . . ." *Effective September 1, 1975.*

Board of Directors

"The Board shall consist of three (3) executive officers [, members of the Executive Committee] and at least one (1) director from each association affiliated with the Association as a state affiliate, such state unit shall be entitled to an additional director for each 20,000 active members of the Association." (The Representative Assembly shall elect additional directors at large as needed to ensure representation of ethnic-minorities, administrators, and classroom teachers in higher education.) *Effective September 1, 1975.*

Review Board

"The judicial powers of the Association . . . shall be vested in a Review Board . . . appointed by the President with the advice and consent of the Board of Directors." "The Review Board shall have original jurisdiction in the following cases:
1. Impeachment of an officer who is a member of the Executive Committee;
2. Alleged violations of the Code of Ethics; 3. The censure, suspension, or expulsion of a member;
4. Review, upon request, an action of the Executive Committee, Board of Directors, or Representative Assembly, regarding consistent application of the Constitution or Bylaws of the Association. . . . The Review Board shall have the following powers subject to the conditions as herein outlined:
1. To impeach an officer. The officer shall have the right to appeal to the Board of Directors; 2. To censure, suspend, or expel a member for violation of the Code of Ethics or other sufficient cause. The member shall have the right to appeal to the Executive Committee on procedural grounds only;
3. To vacate censure, lift suspension, or reinstate a member; 4. To review an action of the Executive Committee, Board of Directors, or Representative Assembly for consistency with the Constitution and Bylaws and to recommend to the appropriate governing body remedial action if necessary. Requests for review may be made only by the Executive Committee, Board of Directors, Representative Assembly, a local or state affiliate (by official action), or upon petition of 10% of the certified delegates of the Representative Assembly." *Effective September 1, 1975.*

The decision to adopt a new NEA constitution and bylaws was made by secret ballot on July 6. Delegates voted 5,613 to 2,749 in favor of the new documents.

CRITICAL ISSUES IN EDUCATION

Before the business meetings of the 1973 NEA Convention, two days were given over to a conference on Critical Issues in Education. The brainchild of 1972-73 NEA President Catharine Barrett, the conference focused on school as a concept, not a place.

Sen. Edward M. Kennedy (D-Mass.) began the Critical Issues conference with his keynote speech. U.S. Reps. Albert Quie (R-Minn.) and James O'Hara (D-Mich.) and economist Walter Heller presented ideas on the politics and financing of education. On the second day, author Jonathan Kozol discussed education as indoctrination and psychologist Haim Ginott talked about the humanizing role of teachers.

Each afternoon of the conference, more than 5,000 participants spread out through the Portland Coliseum and a nearby hotel to fight for seats and standing room in small group sessions. Among the subjects of their idea-sharing: accountability, population change, teacher political power, alternative schools, pornography, liberating tomorrow's women, drugs, and future shock.

This section of the REPORTER tells of the Critical Issues conference. Included are major excerpts from the speeches plus quotations and descriptions from the group-involvement sessions.

EDWARD M. KENNEDY

"A crisis of confidence in American public education"

Perhaps for the first time since the Massachusetts experiment was tried, there is a *crisis of confidence in American public education,* in the structure of the school, in the competence of educators, in the purpose of education itself. There is a growing belief that schools are not working for large numbers of children in America today.

I see five issues that our leadership and our commitment must face over the next decade, tests which we must meet and pass if we are to restore public confidence in public education.

The first test is whether education can convince parents and public officials that schools do make a difference. The research of Christopher Jencks cannot be discounted; but it can be met and it can be answered. While education may not be the best guarantee of a reduction of inequality in income distribution, the costs of failing to pursue an education remains as real for the individual as for the nation.

"Americans are asking why the location of a child's home should determine the quality of his education."

A second test is whether we can fulfill the promises we have made to the educationally deprived, promises we have yet to keep.

We know there are nearly 10 million children whose lives are embittered and whose hopes are oppressed by poverty, malnutrition, and wretched housing. And what has been the response? The declaration of an end to the war on poverty; the moratorium on housing construction, and the impoundment of school lunch money. It is the meanest form of deception to compound this tragic response by providing less than half of the funds we know are needed to meet the educational needs of those children.

Compensatory education remains the best hope for the children of Appalachia and for the children of the ghetto. But compensatory education does not mean spending more money to buy air conditioners, or portable swimming pools, or to substitute federal dollars for state dollars.

It does mean teaching children to read. It does mean providing community aides children relate to. It does mean using every resource at our command to improve the education of the disadvantaged.

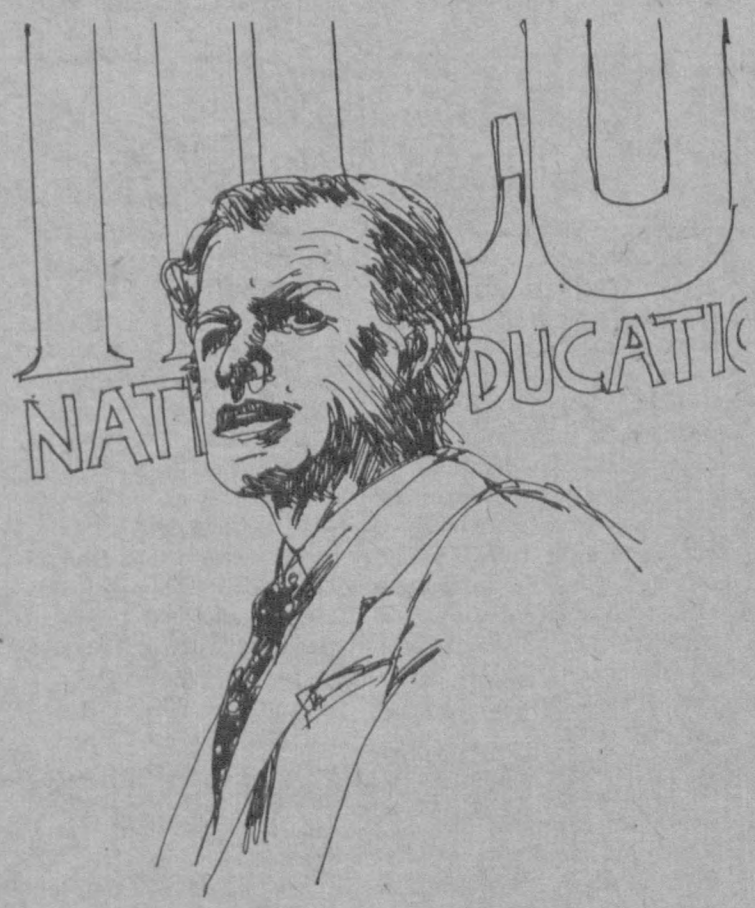
A third test faces the educational system and that is whether we can resolve the crisis of school finance. . . .

Americans are asking why the location of a child's home should determine the quality of his education. Why should Baldwin Park residents in Los Angeles pay a property tax rate nearly 14 times the rate that Beverly Hills residents pay to raise the same amount of tax revenues. Why, in both Massachusetts and Oregon, should one school district spend some $450 per pupil, when another district spends 10 times that amount.

States can do a great deal to right the balance but they cannot resolve the fiscal puzzle on their own.

If we are willing to have the federal government provide 90 percent of the cost of highways, then surely it makes sense for the federal government to provide more than 7 percent of the cost of public education.

If we can provide federal subsidies to the Lockheed Corporation and the Penn Central Railroad, then surely we can afford subsidies to upgrade the public schools of this nation.



If we can accept a federal responsibility to pay two-thirds of the cost of building mass transit in our communities, then we can afford to pay one-third of the cost of educating the children who live in those communities.

There is a fourth test which is as vital to the future of the nation's social structure as it is to the future of education, the test of assuring equal educational opportunity.

Nearly 20 years have passed since the Supreme Court handed down the *Brown* v. *Board of Education* decision, yet black and brown and white children still sit in segregated classrooms.

In much of the South today, desegregation has to a large extent been completed. The task which now remains is providing quality education.

I do not propose busing white children to a school that is broken-down, second-rate or dangerous, a school where education has no chance; but I condemn a system that permits black children to remain in those schools for a single day longer.

There is a final test confronting the educational system, a test whether it can demonstrate the capacity for change and the capacity for innovation that a rapidly changing world demands.

I know that many of today's schools have overwhelming discipline problems. I know that in many schools there are drugs and muggings and extortion. I know too that some experiments have not worked. But that does not mean we stop trying.

"I know that many of today's schools have overwhelming discipline problems. But that does not mean we stop trying."

As an organization, the NEA must also use its power in the political process, not under the banner of party but under the banner of education. It must not be politically safe to vote against the needs of the nation's children. Your involvement and your participation can make a difference in the next election just as it did for so many Congressmen and Senators who shared your concerns a year ago.

"If we can provide federal subsidies to the Lockheed Corporation and the Penn Central Railroad, then surely we can afford subsidies to upgrade the public schools of this nation."

"It must not be politically safe to vote against the needs of the nation's children."

ALBERT QUIE

"Our first priority must be children"

"Instead of a bottle of aspirin, I believe a shot of penicillin is what we need most."

In an average teaching career, I would guess that each of you may be able to directly touch the lives of anywhere between one thousand and five thousand young people. I find that responsibility truly awesome for I do believe that teachers make a difference—a very big difference.

. . . .

If we fail as a government and a society to remedy deficiencies or to provide skills in early life, the life-long burden on government at all levels will far exceed the cost of the initial service. Those who are handicapped, those who are functionally illiterate, and those without skills cross state lines and jurisdictional lines with great frequency. Although states and local districts also have an obligation in these areas, it is finally and most definitely the federal government insures that these obligations are met.

. . . .

Our first priority must be children. We must put aside consideration of what poverty level or what formula helps each state the most. Instead we must find a way to get the aid to the students who need it.

In my mind, that means that we identify educationally disadvantaged students and we send the money to those schools regardless of where they are. Until appropriations are sufficient to help all educationally needy students regardless of income, I believe that the first priority must go to those students who are both educationally and economically deprived.

I am hopeful that the combination of a new way to distribute Title I monies, an emphasis on individualized instruction, and the involvement of parents in the educational process would result in the greatest educational revolution this nation has ever seen. In the words of Dale Parnell, the Oregon superintendent of instruction, this approach would "do for educational problems what penicillin did for medical problems: It would strike directly at the source of infection." Instead of a bottle of aspirin, I believe a shot of penicillin is what we need most. Join me in bringing this concept to fruition.

JAMES O'HARA

"Get into politics with both feet"

"I certainly don't think you are too good to associate with us politicians."

As long as I can remember, the very same people who have been fighting against aid to education have been busily telling teachers that they ought to stay out of politics.

"Politics is a dirty business," politicians will tell you, "and you folks ought to stay out of it."

That is very much the same line as that used by the men who for so many years fought to preserve women from the degradation of politics by keeping them out of the polling booth.

Well, I think you have figured that argument out for exactly what it is.

Politics is the way we decide how much of our public money you—and the children you teach—are worth.

And if *you* don't get into politics with both feet, someone else is going to make that decision for you.

I don't think you ought, as a profession, attach yourselves to either party.

Keep us both nervous about where you are going to vote.

But I cannot help note, the facts are that it has not been a Democratic President who has vetoed virtually every education money bill that a Democratic Congress has sent him in the past four years.

This is your society, and your government.

And the only way you can make it respond to the needs which you perceive is to become as active as you know how in its political life.

I have never heard anyone suggest that oil millionaires should not become active in politics.

I have never heard it suggested that bankers ought to be above the partisan battle.

And, while I have a high regard for school teachers, I certainly don't think you are too good to associate with us politicians.

WALTER HELLER

"The nation benefits from good public education"

"What I am saying is that if we plough more money into education we get vast returns and benefits from it."

I start with the economic article of faith that ploughing more money and more resources into education raises its quality. And that higher educational quality produces higher educational achievement and higher economic productivity.

I, in other words, am saying, not as Senator Keating once described the Washington syndrome: If you throw enough money at a problem it will go away. What I am saying is that if we plough more money into education we get vast returns and benefits from it. And I believe that conclusion is supported by empirical economic research.

Secondly, our huge educational outlay since World War II, our great intangible investment in human brain power, has had a huge payoff which is readily seen if we look beyond the reduction of inequality to the reduction of poverty. And that is a distinction that is terribly important to make.

It is true that the bottom one-fifth of our population in income terms has only risen in its income share from 4½ percent in 1950 to 5½ percent in 1970. Now that is obviously not good enough when the top one-fifth has held steady with right about 42 percent of the total income of the country. But what is often neglected is that economic growth, powered in part by education in its various forms, has cut the proportion of our United States population in poverty from 33 percent in 1947 to 22 percent in 1958 and 11 percent today.

Third, it is argued that in the next decade we will see a significant easing of the school finance problem. Why? Because public school enrollment will rise only 2 percent from 1971 to 1981 as against 29 percent from 1961 to 1971 because there is now a teacher glut instead of a teacher shortage. In a buyers' market, you can buy teachers more cheaply, college and elementary and secondary, and because of cost-saving innovations.

But stressing this letup in aggregate school finance pressure is a clear case of failing to see the trees for the forest.

I think that what the emphasis on the slower rise in school outlays in this decade overlooks in the aggregate is the fact that school outlays will rise about 55 percent instead of 105 percent as they did in the past decade—is the enormous job that remains to be done, first in cutting down the unconscionable inequalities and disparities among and within states, and secondly redressing the balance between property taxes and other taxes and between local, state, and federal responsibility for school financing.

We have all heard of some of these disparities and I think it is worth reminding ourselves that we have to look at three aspects of the disparities among state and local governments. The *first* is the disparity in the ability to finance education and other services. The *second* is in need. The distribution of needs is very uneven.

And *third*, it is cost. In those areas where there is crime and pollution and decayed housing and decayed public facilities and hard-to-educate children, you not only have restricted abilities, not only have great need, you have high cost.

Fourth, I believe that the national interest in education, and I am speaking as an economist, requires a far higher federal investment than 7 percent. It is not simply the contribution that education makes to political democracy and the contribution that it makes to greater social equality but the pure economics of it: the benefits that the nation derives from good education and the penalties that it pays for bad education—that is, the benefits and the costs that spill over and know no boundaries, that spill over to the rest of the country from whatever school district you are working in—those benefits and costs that know no geographical boundaries within our highly mobile society—all this means that the national economic balance of advantages not only suggests but demands that the federal government shoulder a larger share of the burden.

ACCOUNTABILITY IN EDUCATION: THE PUBLIC RESPONSIBILITY

A college teacher from Pennsylvania said the push for accountability came from outside the profession. He noted that teachers have always been accountable for their classroom performance. "When mothers ask 'What did you learn in school today?' their children better have learned something to tell."

"I suggest," he added, "that we as teachers ask the same question of our children before they ever walk out of our classroom."

TEACHER POLITICAL POWER: USES AND ABUSES

"Newspapers endorse candidates, and unions and chambers of commerce endorse candidates. Why shouldn't teachers?

"Washington is where the action is, and you are there through the NEA. The NEA is an adult today. We have come a long way. We have many friends on Capitol Hill." *—Oliver Ocasek, immediate past chairman of NEA's Legislative Committee.*

TEACHER RIGHTS: CURRENT CONSTITUTIONAL ISSUES

"The law is a living thing. The courts interpret the law on the basis of changing attitudes and conditions of society, and the right of teachers to teach will be considered in the framework of today's society. Among factors affecting the academic freedom of teachers today:

"The changing court view of education: Where education used to be interpreted as dissemination of information, the Supreme Court in *Tinker vs. the Des Moines Independent School District* said, 'Schools are the marketplace of ideas,' and neither students nor teachers shed their 'free speech' First Amendment rights at the school door.

"18-year-old age of majority: Full citizenship rights are now attained at age 18. Formerly considered in their tender years, these students are now voting and being held legally responsible.

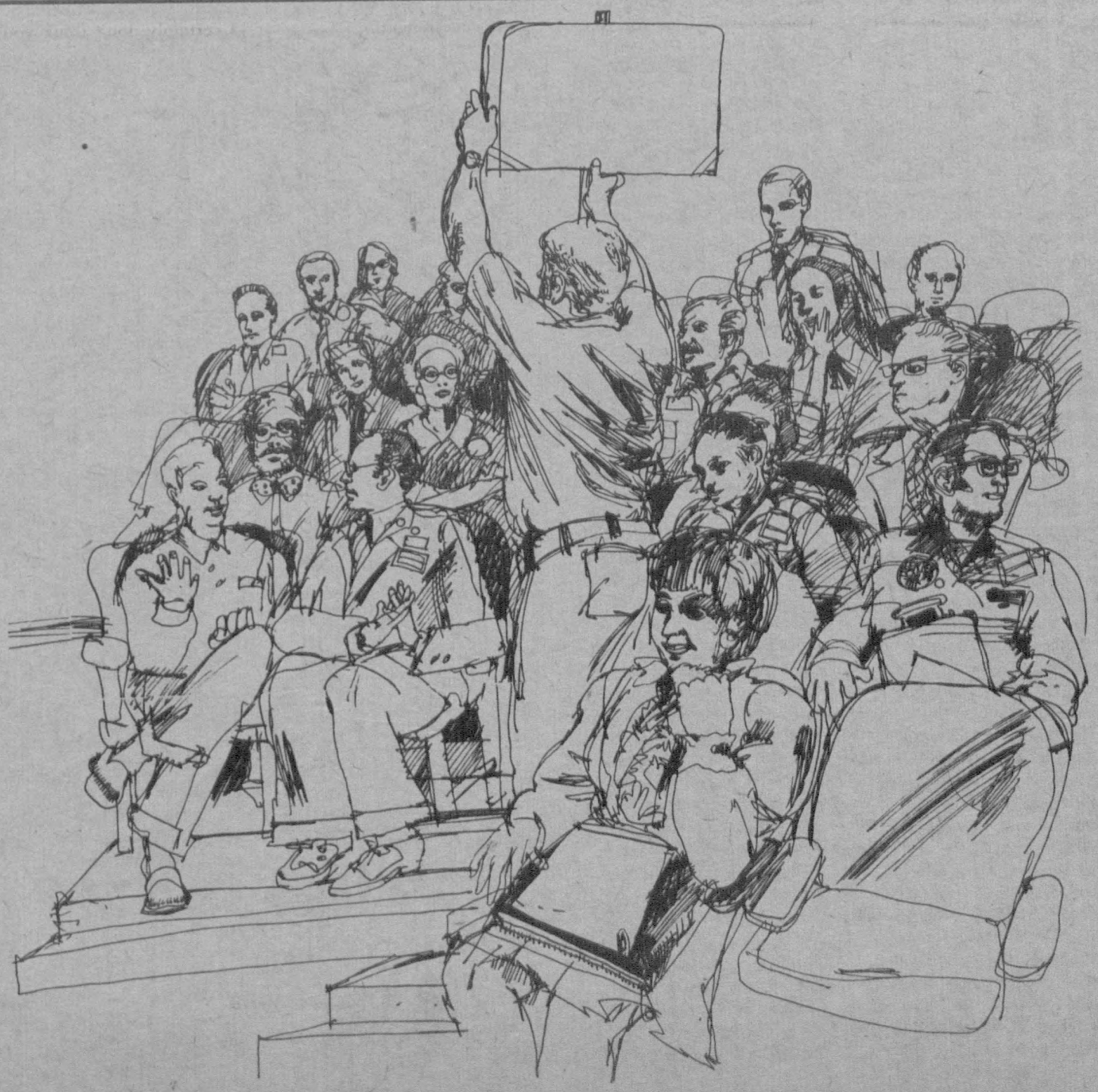
"Status of Women: The tomboy is coming into her own, and as society's expectations change, this also alters the classroom situation. Courts will consider these and other factors in analyzing the rights of teachers to teach—court changes often occur after society changes."—*Thomas Shannan, legal counsel, San Diego City Schools and Community Colleges.*

SCHOOL FINANCE REFORM: CURE OR CURB?

"The major pathway to school finance reform is legislative and not judicial. The many changes needed to more nearly reach the ideal of educational equality will be legislated by school boards, state legislatures, and the Congress. Among these, the heavist responsibility continues with the states because education is a state responsibility. The role of the courts will be to pass judgment from time to time on whether the parts of the structure in question may reasonably be expected to produce equality." *—Victor O. Hornsbostel, dean, School of Education, University of Tulsa.*

THE COALITION OF AMERICAN PUBLIC EMPLOYEES: THE FUTURE OF PUBLIC BARGAINING

"NEA's failure, in the past, has been its total inability as an institution to grasp the fact that the American labor movement is at a crossroads and that NEA possesses the leverage to determine what direction that movement will take. Unless the NEA and its affiliates accept and assert their power and responsibility, they will have missed a significant chance to shape the course of history." *—Ralph Flynn, director of the Coalition.*



JONATHAN KOZOL

The public school as indoctrinator

I'd like to reflect on the differences in some convictions in the years that have passed. In looking back, it seems to me that there was tremendous naivete, romanticism in the types of protests that we were making in the 1960's. . . .

Let me tell you a classic story from the University of Buffalo last year. A student rushed into a college lecture—a very radical student. Rushing in, he pushed the professor off the platform. Threw the guy off and had the total audience in his spell. Collapsed completely in terror at so much power. Doing it, succeeding, he looked at the professor and said, "Excuse, sir. We're trying to take over the university. I'd like to interrupt your lecture if you don't mind." The professor turned out to be an old member of the Abraham Lincoln battalion. An old radical from the Thirties. He was in a state of fury. Fury not that the kid had interrupted him, but that he had done it so ineptly, and came back and threw the kid off the platform and he roared at him, and said, "Get out of here, you little jerk. You'll never pull it off if you have to ask your teacher for permission."

"The function of the public school has been to produce manageable voters, manipulable consumers, and if need be in the case of war, willing killers."

Isn't it astonishing that we learn a lesson of this kind in public schools? For 12 years we lift our hand and ask teacher for permission to go downstairs to pee, or to throw up. After 12 years, it isn't surprising that we also learn to raise our hand and ask the teacher for permission to go out and have a revolution. Nine-tenths of American liberalism has been built upon this ritual of guaranteed defeat—asking again what was refused before. We are telling ourselves that we are good people for the ritual of asking.

"There is something inherently dishonest to begin a discussion with a prior oath of absolute allegiance to one point of view."

It seems to me it is long past time for us to call a halt to this romantic self-deceit.

It isn't a mistake when the schools out in the white suburban neighborhoods turn out men like Spiro Agnew, Richard Nixon, and William H. Westmoreland. It isn't a mistake when public schools in ghetto neighborhoods turn out a powerless labor pool of unskilled men and women. On the contrary, it is the function of the public school in the ghetto neighborhood to do precisely this. To train up an ample and unceasing stream of docile janitors and uncomplaining maids and cocktail party waiters and junkies to keep the cops and Mafia in business. To provide the sociologists with sufficient data for their research programs. Manageable voters, manipulable consumers, and, if need be in the case of war, willing killers.

The innocence of those of us, including myself, who wrote the idealistic books of protest—keep on writing them—then sit back and wait for our Utopian notions to be put to application by such folks as Nixon, Hicks, or Hiakawa. This innocence originates from the classic liberal hesitation and withdrawal from strong, honest and sophisticated recognitions of the public school.

What is that function, the historic, proven and reiterated function of the public school in the United States as in most other nations at the present time? We say *indoctrination* about countries we don't like. In our own nation, in the double talk of our schools of education, we use more elegant expressions. We call it the *socializing function*. *Socialization* is the word we use. The words are different, the function is the same. Twelve years of mandatory self-castration, self-debilitation. . . . The obvious example of political indoctrination is so obvious: A ritual like the anthem and the flag pledge. Many days in many schools throughout this nation where kids and teachers never get to math and reading, science or physical education. There are very few days in very few schools where children do not stand before the teacher and place hand to heart and eyes to flag and swear an oath of absolute unquestioning allegiance to all the power and all the value that flag and that banner stands for. A lot of teachers now who are hip and liberal like to pretend that it doesn't work, but it does work. And we know it very well. . . . If we want to run a patriotic marching academy, we are to advertise it honestly. If we speak of education, there is something inherently dishonest to begin a discussion with a prior oath of absolute allegiance to one point of view. Then we go on and have a free and open discussion on the merits of free enterprise and the disadvantages of socialism.

As an English teacher myself, I think it is much more interesting to talk about the disguised forms of political indoctrination. To give you a simple example. It's something that doesn't look like indoctrination but is, I think. This will be very familiar to many of you. The way that grammar is taught. Fearless terror in the public schools, the use of the first person pronoun. We all fear the word "I." A classic example: A child says something rude, the teacher lifts her eyebrows and steps back in horror and says, "Is that any way to speak to me?" [But] instead of saying "me," typically the teacher says "Is that any way to speak to Miss O'Brien?" And the question is "Where is she?" It's as if she wasn't there. Not present, pulsating in the classroom. It's as if she were locked up somehow in the closet with the chalk and chalk erasers.

. . . .

An awful lot of our education and a vast amount of our adult dialogue reveal the same invalidation of our our reality. Not only the use of the third person but also the conditional and also the subjunctive. The subjunctive, of course, is the verb form of hypothesis, isn't that right? Conditional is the syntax of tangential possibilities. Third person is the pronoun of self-abdication. Together they constitute the ideal rhetoric of the man or the woman whose hands are skilled but heart is dead and conscience is in exile. It is oft impossible after 12 years in public schools, and in college, for any of us to stand and speak in the first person present undisguised.

. . . .

There is a method in the seeming madness of our public schools. Ethical revolutions are not made by those who speak and breathe in the third person. Exhortations are not verbalized in the subjunctive. Statements of conscience are not conditionally posed or indirectly stated. School is not mindless, idiotic, or inept. The bias against the use of the first person is a well-planted vaccine against ethical infection. It is only one of many ways in which the school serves the flag which it flies and labors to defend—those values and deceptions it exists to foster.

"We all fear the word 'I' . . . Third person is the pronoun of self-abdication."

. . . .

One of the many myths that form a part of school indoctrination is the myth of progress—it's a myth which is pervasive in our textbooks. We start to tackle urban problems, building a highway to the Latin nations, feeding the poor and hungry of the third world. It's always this feeling of inevitable optimism. Like the whole history of

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There's a period—a sort of obscure period—which lasts for about 1,000 years in which it seems like nothing's happening, but the message to the children is really that everyone was sleeping, kind of getting ready for something big. During the Dark Ages, everyone was getting ready—and then it all explodes—and this sudden efflorescense of the Reformation and the Renaissance and Fra Angelico and . . . All of the running around making frescoes, and Martin Luther doing his thing on the church door. And the boats sail west and suddenly—and they discover America and suddenly the rate of progress really picks up.

. . . .

The evil in this lie—this myth—this myth of progress—isn't just that it allows us an idiot's optimism, which it does. The evil is that we are given ethical pacification by the myth. If everything good is going to happen anyway, then there isn't any need for you and me to put our bodies on the line and fight for something we believe. Why pay the price—the

"We all fear the word 'I' . . . Third person is the pronoun of self-abdication."

"We are given ethical pacification by the myth of progress."

HAIM GINOTT

"Let children make choice

Psychologist and author Haim Ginott told teacher-delegates that children are the enemy and, as adults, their task is to make them into friends. The author of *Between Parent and Child, Between Parent and Teenager,* and *Teacher and Child* related his early experiences as an elementary teacher, saying he quit "when I realized there was no connection between what I was teaching and what the children were learning."

In remarks sprinkled with humorous, affectionate stories about children he has treated as a psychotherapist, Ginnott said adults are making a mistake to think c children as friends. "When I see a child for the first time, I know that child looks at me as an enemy, so I take

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It isn't too easy to say what I've said today. As you know, the nation in general has moved to the right. I find for my own part that every day I turn on TV and observe the men who govern us that I move further to the left. So it's lonely now and in this loneliness I hope that I can issue to you a challenge and a plea: Whether we work within the system or outside, whether we struggle as so many thousands of you do with a strong, long-lasting, and unbreakable sense of ethical rebellion in the day-to-day routine of public school. Whether you choose as I have chosen in the past five years to fight the battle from the outside as competitors and rivals to the public schools, wherever we work it seems essential that we make great efforts not to turn on one another, to reach out instead wherever we can and give each other strength and courage to keep on. In the shadow of Jensen, in the shadow of Watergate, in the shadow of Moynihan, in the shadow of the racist lies about IQ, the terrible sadness of these early hours of the 1970's. Decent teachers of the 40 million children of this nation cannot afford to turn their guns on one another.

HAIM GINOTT

"Let children make choices"

Psychologist and author Haim Ginott told teacher-delegates that children are the enemy and, as adults, their task is to make them into friends. The author of *Between Parent and Child, Between Parent and Teenager,* and *Teacher and Child* related his early experiences as an elementary teacher, saying he quit "when I realized there was no connection between what I was teaching and what the children were learning."

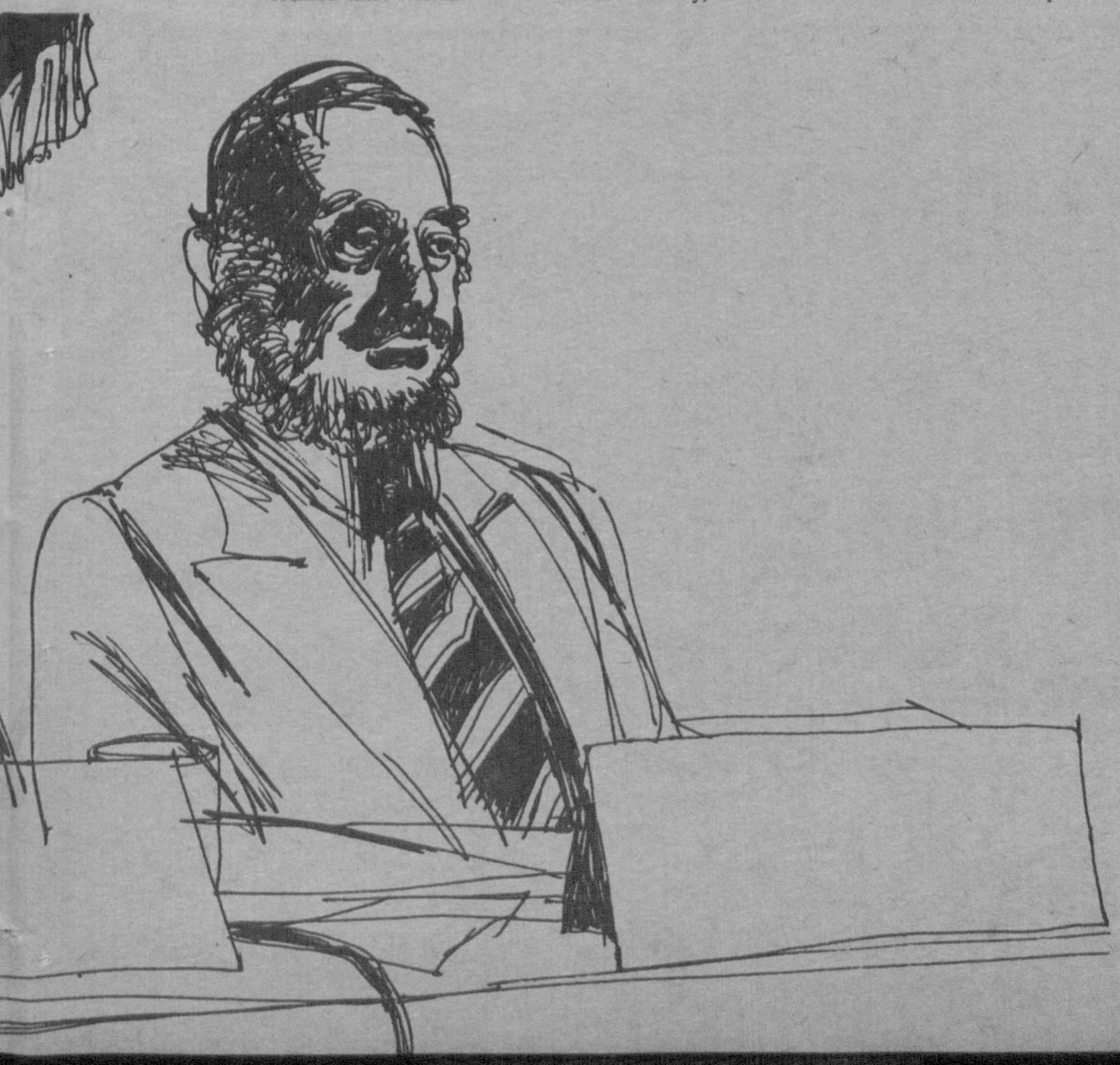
In remarks sprinkled with humorous, affectionate stories about children he has treated as a psychotherapist, Ginnott said adults are making a mistake to think of children as friends. "When I see a child for the first time, I know that child looks at me as an enemy, so I take precautions. My role is to make friends out of children," he related. "The reason grandparents and children get along so well is because they have a common enemy."

Just how to go about making friends with children is a difficult process, but one that parents and teachers should learn, according to Ginott. "The first step is to make children less dependent on adults, because dependency inevitably breeds hostility. Children can't be our friends because they are dependent on us."

To diminish hostility by diminishing dependency, Ginott suggested that adults let children make choices. "I use this in psychotherapy because it gives children confidence in their ability to face life," he said. Ginott, as illustrated by his examples, does not believe it takes much of a choice to satisfy a child. He said, "Ask the child if he wants his eggs hard or very hard. It tells him you think he is capable of making a choice."

Besides choices, give credit instead of threats, Ginott proposed. And what if a parent asks, "Do you want tomato or orange juice?" and the child answers "I want papaya juice?" Ginott's answer is to grant the child in fantasy what he cannot have in reality. He said, "Tell him 'I wish I had papaya juice; wouldn't it be wonderful.' Instead of explanations about why he cannot have what he wants, give him your good will. Tell him you are on his side. It is easier to change his mood than his mind."

Criticism of a child's behavior will not change that behavior, but guidance will, Ginott said. Criticism attacks the child's personality traits, his personal self and talents. But guidance explains the problem and offers a solution. Using the eternal problem of spilled milk, Ginott said that instead of chastising the child for being clumsy, adults should articulate the problem—"Oh, the milk spilled"—and give a solution—"We'll get a sponge."



ALTERNATIVE SCHOOLS: THREAT OR PROMISE?

"Are you time-locked? Can you choose your curriculum materials and order books? Does the principal make you nervous when he enters your room? Do you have a petty cash fund, or is it your own pocketbook? Do you control your in-service training? Think what is missing in your decision-making scene or structure for you to be a responsible teacher.

"Alternatives—the choices people do have and should have in the schools—rather than just alternative schools is the topic. Teachers can make their own alternatives—particularly those who are self-actualizers, who want to take responsibility, who believe the individual, not the institution, is central."
—*Ideas suggested by a panel.*

PORNOGRAPHY: IN THE CLASSROOM?

"Pornography has indeed spilled over into the classroom, and there is little legal precedent for protecting the teacher who tries to deal with it. Court cases dealing with the teacher's role in this area are few and limited to specific instances, and courts have given only a glimmer of hope for defense of teachers involved in legal actions based on their attempt to deal with pornography in the classroom.

"Pornography is not the preferred way to learn about sex, but just because it is not the best, I don't think it is criminal or the reason to subject the purveyor to criminal prosecution."—*Stephen Rohde, Hollywood attorney with a firm specializing in freedom-to-read cases.*

HELPING STUDENTS BECOME MORE ABLE DECISION MAKERS

"In a world of easy solutions to difficult problems depicted on television, an obsession with quantity as opposed to quality, lack of support provided by an extended family, and a society that is overwhelmed with things, teaching students to better make decisions becomes a vital mission of the schools."—*Jimmy Nations, assistant director of curriculum and instruction, Montgomery County (Maryland) Public Schools.*

TODAY'S SCHOOLS: LIBERATING TOMORROW'S WOMEN

"Here we find the Catch 22; women's will to fail is contaminated by an urge to avoid success, especially when they have to compete with the male because of the attitude: I am not supposed to be aggressive. This double standard of mental health for men and women wastes an enormous amount of time which could be spent with people relating to each other as individuals instead of social objects. No group is so oppressed as one that cannot accept or recognize its own oppression."—*Virginia Paul, panelist from Washington.*

DRUGS: WHO, WHAT, HOW, WHEN, WHERE AND WHY?

None of the teachers present said he or she had had any college training to prepare them for dealing with students appearing in class under the influence of drugs. That, and the generally agreed upon fact that more misinformation exists about drugs than practically any other subject, brought out the central concern of the participating teachers: They know little about the drug culture despite the fact they deal daily with students who are a part of this culture.

Typical was the teacher who asked, "Are they having a better time than I am?" referring to three youngsters he had seen the night before who were giggling in a restaurant and who, he assumed, were high on something. The answer was an unequivocal "yes . . . and no," from one of the ones experienced in such matters.

FUTURE SHOCK: HOW CAN TEACHERS COPE WITH IT?

"To be able to cope with future shock, we must have some concept of what the future should be. A valueless, scientific program could replace a nation or even an entire race.

"In the haste to advance, we have forgotten about our natural resources."—*Paul Tanaka, chairman of NEA's Task Force on Asian American Affairs.*

LOOK FOR THIS AD

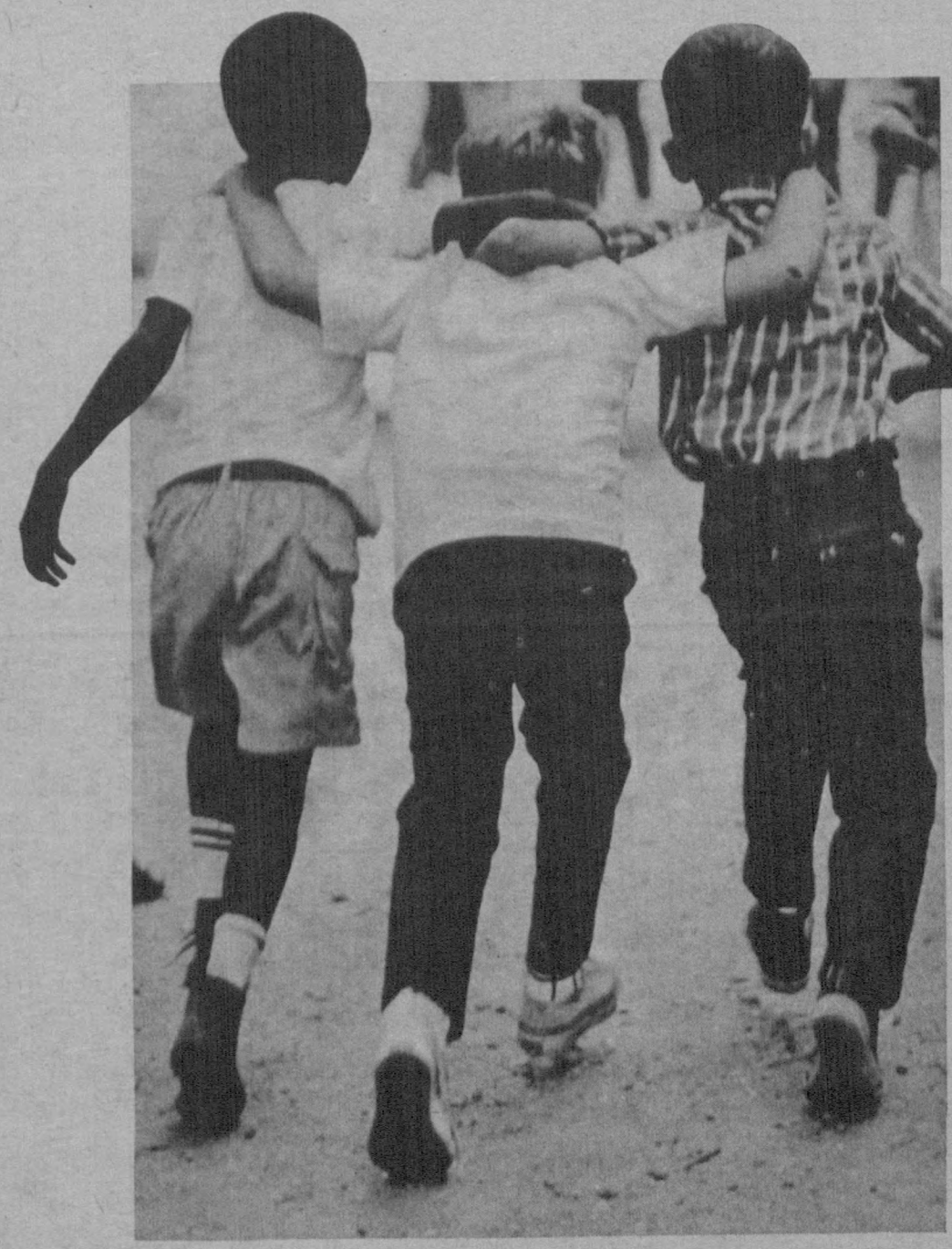
This ad will appear in five national magazines and 18 newspapers in the next few months. It is part of a national NEA campaign to tell teachers and the public that NEA is working for smaller classes, better school facilities, and professional standards to help teachers teach.

The ad will appear in *Time, Newsweek*, the *National Geographic, Ebony*, and *Reader's Digest*. An enlarged version will appear in the following newspapers: *Atlanta Journal Constitution, Boston Globe, Chicago Tribune, Cleveland Plain Dealer, Dallas News, Detroit Free Press, Harrisburg Patriot News, Kansas City Star Times, Little Rock Gazette, Los Angeles Times, Nashville Banner Tennessean, New York Times, Philadelphia Bulletin, San Francisco Chronicle Examiner, St. Louis Post Dispatch, Washington Post, New York News*, and *Washington Star-News*.

An estimated 170 million readers will have a chance to see the ad. Further, TV and radio messages will augment the message that NEA is helping teachers teach.

Decals, based on the "NEA . . . helping teachers teach" design are available free to members through NEA state affiliates around the nation.

Look—and listen—for the ad in your community.



Growing up is never easy. But you had lots of help.

Your first grade teacher who showed you how words turn into stories. Your high school teacher who helped you solve the mystery of planets. The moon. Stars.

There are so many more you remember. Good teachers. Who helped you become...yourself.

Today, the National Education Association is working hard for smaller classes, better facilities and professional standards throughout the educational system.

That's what today's teaching is all about...finding new ways to help your child grow up.

nea national education association
...helping teachers teach.

HARRIS CHOSEN PRESIDENT-ELECT, BOWSER, HICKMAN, HARRISON PICKED

Delegates to the Portland Convention chose James A. Harris, a Des Moines, Iowa, art and human relations teacher, as NEA president-elect. He becomes 1974-75 president following next year's Convention. (His campaign speech appears in part on the next page.)

Harris defeated George Gumeson of California and Antonia Cortese of New York for the top post.

Delegates elected Vivian R. Bowser, a Houston, Texas, elementary school teacher, to the NEA Executive Committee; and re-elected Roberta Hickman, an Urbana, Illinois, kindergarten teacher, to the Committee. Losing candidates for Executive Committee slots were L. Gordon Bittle of California, Ray Rossomando of Connecticut, and Ester F. Wilfong of Washington.

Walter Tice of New York asked to have his name appear on the ballot for Executive Committee despite the fact that he had not been an NEA member for five years, as required by the bylaws. The Assembly voted not to allow this exception. Later Tice asked delegates not to write in his name on the ballot because such write-in votes are not allowed.

Hollis Harrison, a junior-senior high school social studies teacher from Anchorage, Alaska, was elected to the Executive Committee by the NEA Board of Directors at its post-Convention session. Harrison replaces Gumeson as one of the two Board-elected Committee members. The other Committee member, still serving, is A. Donald Blakeslee of Wyoming.

A complete list of NEA officers and members of the Board of Directors begins here.

Helen D. Wise, pres., NEA Center.

James A. Harris, vice-pres. (pres.-elect), NEA Center.

Catharine Barrett, immed. past pres., teacher, Syracuse, N.Y.

Nelson L. Kreuze, treas., administrator, Calhoun Intermediate School Dist., Marshall, Mich.

Terry Herndon, exec. secy., NEA Center.

Robert H. Chanin, deputy exec. secy., NEA Center.

Executive Committee

(Directors, ex officio)

Helen D. Wise, **pres.**

James A. Harris, **vice-pres.**

Catharine Barrett, **immed. past pres.**

Nelson L. Kreuze, **treas.** (1974).

A. Donald Blakeslee, teacher, Rawlins (Wyo.) HS (1974).

Vivian R. Bowser, teacher, T.M. Fairchild Elem. School, Houston, Texas (1975).

Hollis (Hank) P. Harrison, high school teacher, Dimond-Mears Complex, Anchorage, Alaska (1975).

Roberta Hickman, kindergarten teacher, Yankee Ridge School, Urbana, Ill. (1975).

Ramon Huerta, Spanish teacher, Highland HS, Albuquerque, New Mex. (1974).

Wade Wilson, pres., Cheyney (Pa.) State College (1974).

Board of Directors

Alabama: Anthony S. Butler, math and science teacher, Lisman (1973-76); J. Revis Hall, admin., Birmingham (1971-74).

Alaska: Hollis (Hank) P. Harrison, hs teacher Dimond-Mears Complex, Anchorage (1968-74).

Arizona: Denzil A. Arrington, social studies teacher, Chandler (1973-76).

Arkansas: Wyley J. Elliott, prof. of education, Camden (1970-76); Nexton P. Marshall, admin., Seventh St. Elem., N. Little Rock (1970-76).

California: Wilbert V. Bolliger, chemistry teacher, Ganesha HS, Pomona (1965-75); Mary Ellen Dolcini, asst. supt., Davis Joint Unified School Dist., Davis (1971-75); Vincent G. Lamb, English teacher, San Lorenzo HS, San Lorenzo (1968-76); James J. Slivkoff, teacher, career counselor, Oak Park Elem., San Diego (1973-76); Sam Soghomonian, prof. of political science, Pasadena City College, Pasadena (1969-74); Danny S.C. Wong, math teacher, Wilson Jr. HS, El Centro (1972-75).

Colorado: John R. Boggs, elem. teacher, Cheltenham School, Denver (1972-74); Hazel F. Petrocco, elem. teacher, Beulah Heights School, Pueblo (1969-76).

Connecticut: William F. Bell, English teacher, Andrew Warde HS, Fairfield (1973-76); Kathryn P. Foster, elem. teacher, New Lebaron, Byram (1972-75).

Delaware: William A. Richey, hs science teacher, Wilmington (1968-74).

District of Columbia: Ellen F. Datcher, asst. director, Career Development Exemplary Project, Washington, D.C. (1969-75).

Florida: Dorothy B. DaValt, teacher, cooperative education, Washington HS, Pensacola (1973-74); Carl W. Harner, asst. prin., Sebring (1973-76).

Georgia: Clyde W. Kimball, Jr., admin., Rivers Elem. School, Atlanta (1972-75); Daniel W. Wright, Jr., counselor, Windsor Forest HS, Savannah (1972-75).

Hawaii: Odetta U. Fujimori, diagnostic-prescriptive teacher, K-12, Honolulu (1973-76).

Idaho: L.E. Wesche, prof. of education and director of teacher education, Northwest Nazarene College, Nampa (1968-74).

Illinois: Benjamin F. Loyd, English teacher, Stillman Valley HS, Stillman Valley (1973-75); Marilyn N. Rich, elem. teacher, Rosewood School, East Alton (1972-76); Mel Swiedarke, pres. Illinois Education Assn., Springfield (1968-74).

Indiana: Burnettia Denny, counselor, Bedford HS, Bedford (1972-75); James E. Liechty, music teacher, Lakeland HS, LaGrange (1971-74).

Iowa: Jane S. Strong, home economics teacher, Council Bluffs (1973-76); (vacancy).

Kansas: Marguerite Curry, phys. ed. and social studies teacher, Phillipsburg HS, Phillipsburg (1971-75); Maurice E. Swanson, hs social science teacher, Shawnee Mission (1971-74).

Kentucky: Lloyd R. May, math teacher, Westport HS, Louisville (1972-75); E. Joseph Pessarelli, math and political science teacher, Shelbyville HS, Shelbyville (1973-76).

Louisiana: Alphonse Jackson, Jr., prin., Shreveport (1970-76).

Maine: Philip A. Gonyar, social studies dept. head, Bangor HS, Bangor (1973-76).

Maryland: Thomas G. Bush, admin. Baltimore (1965-74); J. David Eberly, social studies teacher, Gaithersburg HS, Gaithersburg (1973-76).

Massachusetts: John T. McGarigal, admin., Rockland HS, Rockland (1972-74); Kathleen R. Roberts, teaching prin., North School, Raynham (1972-76).

Michigan: Mary L. Christian, teacher of academically talented, Walker Community Elem. School, Flint (1970-76); Gene R. Duckworth, assoc. prof. of speech, dept. chrm., humanities, Delta College, Univ. Center (1969-75); Cornelia P. Jackson, reading teacher, Wisner Elem., Pontiac (1972-76); Raymond Safronoff, elem. teacher, Northwood School, Royal Oak, (1968-74); Douglas Ward, hs teacher, Warren (1971-74).

Minnesota: Horace M. Mayo, hs electronics and industrial arts teacher, Minneapolis (1970-74); John C. Urseth, counselor, Elk River Sr. High, Elk River (1973-76).

Mississippi: Dan M. Smith, admin., Cleveland (1970-74).

Missouri: Patricia L. O'Brien, elem. music teacher, Jefferson City (1972-75).

Montana: Roy E. Kallin, instructional materials, May Butler School, Dist. No. 1, Helena (1970-76).

Nebraska: Thelma d'A Lang, hs librarian, Litchfield (1971-74).

Nevada: Max E. Bunnell, art teacher, Moapa Valley HS, Moapa Valley (1972-75).

New Hampshire: Erick Sargent, social studies teacher, Portsmouth Jr. HS, Portsmouth (1973-76).

New Jersey: Dorothy B. Dagon, elem. teacher, Barber School, Phillipsburg (1969-75); Alan T. Davenport, teacher, Grover Cleveland Jr. HS, Caldwell (1972-75); Thomas W. Montgomery, admin., Walls School, Pitman (1971-74); Frank K. Totten, English teacher, New Brunswick (1972-74).

New Mexico: Jerry R. Watkins, admin., N. Mex. School for the Visually Handicapped, Alamogordo (1970-76).

New York: Doris Blank, elem. teacher, Lavina Horton School, Port Chester (1973-75); Paul F. Cole, social studies teacher, Lewiston-Porter Sr. HS, Youngstown (1973-76); Gary J. Duesberg, social studies teacher, Beekmantown Central School, Plattsburgh (1973-76); Lloyd M. Elm, hs and college teacher, biology and Iroquois history, Lafayette Central Schools, Lafayette (1973-74); Thomas J. Harte, hs social studies teacher, Lakewood (1972-74); Thomas Y. Hobart, Jr., pres., New York State United Teachers, Albany (1972-75); Emanuel Kafka, social studies teacher, East Meadow (1971-74); Thomas J. Pisa, pres., Buffalo Teachers Federation, Buffalo (1973-75); Dean E. Streiff, asst. to the pres., NYSUT, Albany (1973-76); (vacancy).

North Carolina: Joseph C. Duncan, admin. Yanceyville (1972-75); Vera B. McKay, elem. teacher, E. K. Powe School, Durham (1971-74).

North Dakota: Roger L. Kolsrud, hs music teacher, Mayville (1968-74).

Ohio: Edward G. Dickau, hs history and govt. teacher, Ravenna (interim); Paul C. Hayes, prof. of administration, Univ. of Akron, Akron (1971-74).

Oklahoma: Juanita A. Kidd, teacher and also director of hs and college relations, Central State Univ., Edmond (1967-76).

Oregon: Merlyn (Pete) Smith, counselor/teacher, David Douglas Jr. Bldg., Portland (1967-76).

Overseas Education Association: Cecil E. Driver, elem. teacher, APO New York (1969-74).

Pennsylvania: Joseph F. D'Andrea, teacher, Moon Sr. HS, Corapolis (1970-76); Rocco T. Dattola, aquatics teacher, Pennsbury HS, Fairless Hills (1969-75); James B. MacRae, prof. of education, Lincoln Univ., Lincoln Univ. (1973-76); Robert F. Oravetz, prof. of business educ., Shippensburg State College, Shippensburg (1971-74); Edward J. Smith, guidance counselor, Abington Hts., Clarks Summit (1973-74).

Puerto Rico: Jose Eligio Velez Torres, president, Puerto Rico Teachers Assn., Hato Rey (1972-75).

Rhode Island: Arnold W. Durfee, social studies teacher, Barrington Jr. HS, Barrington (1971-74).

NEA directors continued on next page

JAMES HARRIS
"One independent, autonomous united teaching profession"

NEA President-Elect James Harris included these comments in his campaign speech to delegates in Portland:

This week you will be called on to make critical decisions and these decisions must be of quality. What you decide will determine the future of the National Education Association and perhaps the future of education in America.

The fundamental issue is affiliation with the AFL-CIO. You must decide once and for all whether we as educational leaders will continue to engage in bickering among ourselves or end it and get on with building an increasingly strong independent united teaching profession. . . . I want you to make sure that there is no question where I stand on this issue. History and all available data have convinced me that the interests of education in America are best served by one independent, autonomous united teaching profession. The impact of this stand is there would be no affiliation with the AFL-CIO at either the local, state, or national level.

The key question is: What do we propose to use as action to bring all teachers into a single working relationship? This is what I propose: We can achieve unity with working coalitions. We can bring together three million educators to seek common goals, and we can create a force which will be so effective politically and legislatively that no politician in his right mind would dare to put us on his enemy list.

I propose that an action-oriented strategy team be appointed by the NEA president to assist local associations interested in closer working relationships with other teacher groups. The strategy team would have as members persons with different views on this issue and it would be action oriented.

Some people suggest that we follow a course allowing local associations to affiliate or not to affiliate with other teacher groups as they see fit. This, they say, is local control. But local control as applied in this instance is a siren song. It offers much semantically, but little actually.

How can an organization built on a framework of local associations retain its independence when its basic units are beholden to some other organization? The answer is: It could not.

There are, however, ways in which locals can work together. Organizations can form coalitions without sacrificing independence. And this is the critical issue: unity with independence. We can be unified and we *must* be independent. We must guide our destiny and we must be responsible for our fate.

There are other issues not as critical but equally important. We are headed in the right direction, but what we must do now is translate these beginnings into something more meaningful and we must take action.

Let's join hands together and get on with the business of serving teachers and education.

We have a great Association. We welcome more members. However, more members at the cost of independence is folly. As a great association we should not just ask how *much,* but how *good*. Not just *how* to collect more dollars, but how to *use* them. Not just *how fast* we are going, but *where* we are headed.

I am proposing that the first test of a great NEA is the quality of its decisions.

I accept the nomination, and your hope for me will be to initiate an action program to bring teachers together and to insure a strong, progressive, independent National Education Association.

"The first test of a great NEA is the quality of its decisions."

NEA directors . . . continued from preceding page

South Carolina: Elaine W. Marks, social studies teacher, Spartanburg HS, Spartanburg (1972-75); Clarence E. Watkins, admin., School Dist. of Kershaw Co., Camden (1970-76).

South Dakota: David W. Smith, history teacher, Central HS, Aberdeen (1972-75).

Tennessee: Samuel W. Beasley, admin., West HS, Denmark (1970-76); W. Jack Benson, dir. of general services, Chattanooga Public Schools, Chattanooga (1973-76); Louise B. Tilson, home economics teacher, Union City (1972-75).

Texas: Ruth C. Amend, biology teacher, Western Hills HS, Fort Worth (1973-76); Jewell D. Harris, dir. of information services, Abilene (1971-74); Roy Hartman, admin., Hereford (1973-74); Ada L. Williams, advisory counselor, Dallas (1973-75).

Utah: Louise B. Bennett, program coordinator, Millard Co., School Dist., Delta (1969-75).

Vermont: John P. Barry, asst. supt., Windham Northeast Supervisory Union, Bellows Falls (1968-74).

Virginia: Edwin M. Betts, Jr., admin. Petersburg (1968-74); David T. Lawrence, Spanish teacher, Newport News (1973-76); Charles W. Perdue, admin., Norview Sr. HS, Middletown Pl., Norfolk (1969-75).

Washington: Lou Armbrust, teacher, Evergreen HS, Seattle (1971-74); James R. McDaniels, math teacher, Carry Jr. High, Spokane (1973-76).

West Virginia: Geraldine Noell, elem. teacher, Truth School, Charleston (1973-76).

Wisconsin: Paul J. duVair, science teacher, La Follette HS, Madison (1973-75); Weir W. McQuoid, men's and adaptive phys. ed., Watertown HS, Watertown (1973-74); Kathryn J. Philipp, English-reading teacher, Waukesha (1971-74).

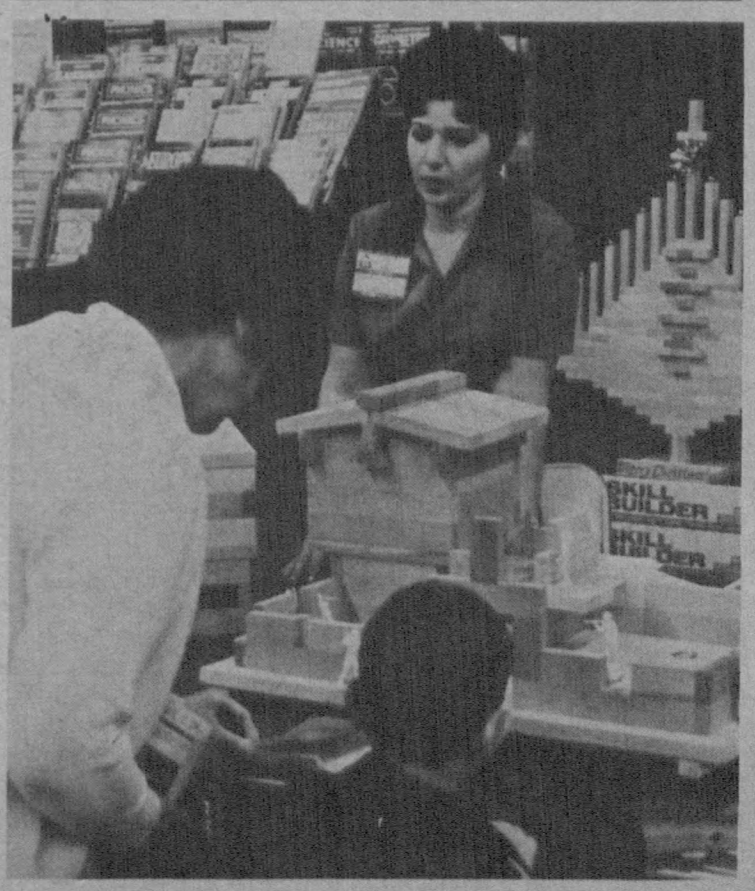
Wyoming: A. Donald Blakeslee, teacher, Rawlins HS, Rawlins (1967-76).

Member-at-Large: Horace E. Tate, assoc. exec. secy., Georgia Assn. of Educators, Atlanta (1969-75).

Member Emeritus: Frank L. Schagle, supt. of schools emeritus, Kansas City, Kansas.

Honorary Members: James A. Cullen, education specialist, Bronxville, New York; John H. Lucas, Sr., admin., Durham, N.C.; Mabel M. McKelvey, social studies teacher—retired, Berlin, N.H.; Jose Joaquin Rivera, program director, Hato Rey, Puerto Rico.

Student NEA Representatives (non-voting representatives to Board of Directors): Thomas Santesteban, pres., SNEA, Washington, D.C.; Martha Avey, SNEA, Washington, D.C.; (three vacancies—to be named).



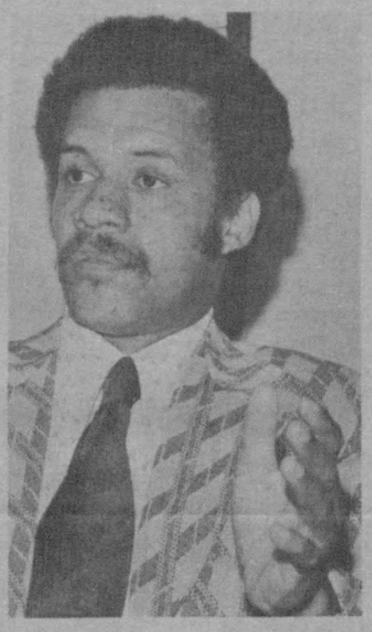
Exhibitors from all over the nation came to Portland to demonstrate their products to the more than 12,000 who attended the Convention.

BALTIMORE: ANATOMY OF A VICTORY

On June 8 this year, the 8,400 teachers in Baltimore, Maryland, went to the polls and chose the Public School Teachers Association as their bargaining agent. By that vote, Baltimore's teachers turned their backs on the city's teacher union—in power since 1967—and opted for representation by an affiliate of NEA and the Maryland State Teachers Association.

The balloting was more than a victory for the revitalized PSTA; it was an example of how an urban teachers group can grow with the help of its association friends: the other locals nearby, an active state association, a strong national organization.

To tell the story behind the Baltimore victory, the REPORTER *interviewed PSTA President Karl Boone, Baltimore-based MSTA field associate Nathaniel Hoff, and MSTA executive secretary Milson Raver:*



Karl Boone, president of the Public School Teachers Association of Baltimore City

Nathaniel Hoff, MSTA field associate assigned to Baltimore

Milson Raver, MSTA executive secretary

Question: Mr. Boone, why do you think Baltimore's teachers voted for the association this year?

Boone: There have been several factors leading to PSTA's victory and the union's rejection. One of the big factors was that in six years of bargaining for the teachers, the Baltimore Teachers Union had not obtained a good contract. This is especially true when you compare the city's contract with other school districts around Maryland where associations are doing the bargaining. So teachers felt it was time for a change —that PSTA could do a better job at the bargaining table.

Also, teachers realized that the negotiated agreements in the other subdivisions in the state of Maryland were won with state association and NEA help—and they wanted this help.

Question: Mr. Hoff, were there other factors involved in this victory?

Hoff: I think so. When we lost the election in 1967, we—PSTA—were a less vital organization. Since then, we have won statewide bargaining rights—thanks to the Maryland State Teachers Association. We have done our homework. We have continued to upgrade and revamp our organization. At the same time, we have been serving as an active opposition—as an alternative to the union. And, in this role, we have been playing up very significantly the inadequacies of the union.

I am saying that, in effect, two things happened over the years since 1967 First, we strengthened and revamped PSTA—made it a stronger association—and second, the union had been serving as an inadequate representative to the teachers.

Within the city schools, discipline problems were growing; class sizes were escalating; there was a split in the salary category for teachers—and the teachers saw that the union was doing little about these problems.

So when the election came this year, PSTA, with new leadership being reflected, looked great. Individuals were saying that the Public School Teachers Association was beginning to look like what the other group looked like some time ago.

Question: Mr. Raver, would you agree with this analysis?

Raver: Yes, I would. Although I do want to say that PSTA had a viable program before it lost the 1967 election—a rather dynamic program. Unfortunately, it looked like the establishment—like a company union. It wasn't, but it looked that way. So, when the teachers wanted a change in 1967, they voted for the union.

Now, perhaps PSTA didn't change fast enough—just like associations in other large cities. Consequently, teachers were dissatisfied; they were frustrated and disturbed as they saw their school system declining. So they voted for a change. That's what brought in the union.

Now I agree that the basic reason there has been a change over six years is that the union did absolutely nothing for the teachers. If there was ever a company union, it was that. The union agreed, for example, to constantly increase increments on the beginning salary, doing nothing for experienced teachers.

I think, too, that NEA should receive due credit for the Baltimore victory, because NEA has stuck by PSTA and MSTA the whole way. NEA provided money and staff when it was needed during the various elections—as MSTA did. But NEA and MSTA played secondary roles—PSTA ought to get and deserves the lion's share of the credit. They have been working directly for the teachers and that's what counts.

Question: Didn't the local associations in the surrounding area help too?

Raver: Yes, and I think this is significant. The Baltimore suburban associations sent in their officers and staff to help—some of them took their own personal leave time to help.

Question: Now that Baltimore City is represented by an NEA-MSTA affiliate, associations are negotiating for every district in Maryland, aren't they?

Raver: Correct. We were certified in all 23 counties of the state in 1968, and of course, the union was certified in Baltimore City. There were two subsequent elections in Baltimore after that, and the union maintained control in the city until this year.

Now every school teacher in the state of Maryland who comes under the bargaining law is represented by an NEA-MSTA affiliate.

Question: How many teachers is that?

Raver: In excess of 45,000. As I understand it, we are one of just a few states that are in this enviable position.

Question: To get back to Baltimore City again, can you say what the climate is there now? What are the teachers expecting?

Boone: I think the teachers are in a mood where they are waiting to see what we can do. They are all for us—we have their support. And I think we will have more involvement and more participation from teachers then we've ever had before.

Question: Specifically, what are your plans?

Boone: Of course, the key thing we are trying to do at present is to negotiate a contract that will be superior to contracts of the past.

In addition to that, we feel a responsibility to raise the aspirations of teachers. Over the past six years, teacher morale has dropped —aspirations aren't high. So I think we have to involve teachers so they will actively participate in association work and other work so we can raise their level of aspiration. I'd like to have every teacher proud to be a teacher in Baltimore City. And it is around this desire that we will build our programs.

Question: Finally, let me ask, What do you think are the chances of the union coming back in two years and winning the election again?

Hoff: I think the chance is nil—it's going to be completely nil because the many things the association is going to do and to provide for Baltimore teachers will be of such magnitude and lasting value that the union is not going to have a chance in the world.

EVERY NEA MEMBER NEEDS ACCIDENT INSURANCE

No matter who you are, where you are or what you're doing, you need accidental death, dismemberment and disability insurance. NEA offers members a plan we believe to be the best there is. Excellent as a travel-accident insurance, it is more than that. It offers full-time accidental death and dismemberment protection. You're covered 365 days a year, 24 hours a day, anywhere in the world, both on and off the job, whether you're vacationing, working, puttering in your back yard, playing golf or teaching school.

The increasingly copied NEA Accidental Death and Dismemberment Plan now offers for those under age 60 an added feature: Accident Disability Protection. For $23 per year (without the disability feature, it is $19) the basic accidental death benefits are backed up by a disability feature which pays for disability due to an accident occurring prior to age 60 and after a 26-week qualifying period, $500 a month for ten years but not past age 65. That's a $23 package of protection that nearly everyone needs and that everyone can afford.

THIS IS A "TOMBSTONE"

Tax-Deferred Annuity

FOR YOUR RETIREMENT—GROUP VARIABLE ANNUITIES—For National Education Association (NEA) Members offered by Horace Mann Life Insurance Company (Separate Account B[1]), Life Insurance Company of North America (Separate Account A[2]) and Educators Life Insurance Company of America (Separate Account A[3]).

1. Offering variable annuity contracts in states where such contracts are approved by appropriate state agencies, other than California, Connecticut, Hawaii, New Jersey and New York.

2. Offering variable annuity contracts in states where such contracts are approved by appropriate state agencies in Connecticut.

3. Offering variable annuity contracts in California.

When you invest in the Group Variable Annuity Contract you get investment diversification, professional investment service and the opportunity to provide for possible lifetime retirement benefits with pre-tax rather than after-tax dollars.

Payments into the Separate Accounts listed above are invested, after authorized deductions; in shares of the N.E.A. Mutual Fund, Inc., an open-end Mutual Fund.

The principal objective of the N.E.A. Mutual Fund, Inc. is long term growth with income as the secondary objective.

This is called a tombstone" because regulations governing the sale of securities (a variable tax-deferred annuity is classified as a security) limit what can be said about them to just about as much data as one can find on a tombstone.

Guaranteed (fixed) annuities are also available.

For more information and a free prospectus, write: NEA Tax-Deferred Annuity Program, Horace Mann Life Insurance Company, Post Office Box 1088, Springfield, Illinois 62705.

FAMILY INCOME BENEFIT

NEA Life Insurance

NEA's Plan C Life Insurance has declared a dividend—a bonus benefit which provides an income payment for a specified number of months to the surviving family of the insured. The bonus is in addition to the basic life protection, the double payment for accidental death, and the disability protection which are all a part of the Plan C insurance policy. This bonus dividend is the eleventh improvement made in the NEA Life Insurance Program during its twelve-year history.

The new *family income benefit* makes the NEA Life Insurance Program an even better "best buy," especially for those under age 35. For only $40 semi-annually, members under age 35 can now provide their families with $32,300 of protection through NEA's Plan C. Over age 35 the advantages are equally strong though the benefit amounts are less. We do not believe this kind of protection can be found at such low cost anywhere else.

More modest in amounts of coverage, Plans B and A offer outstanding life insurance buys for those whose needs are not so great.

NEA's Life Insurance Plans offer an outstanding blend of cost advantage (made possible by mail-order sales with no agent commissions to pay), security (underwritten by Prudential), stability (NEA holds the Master Contract; 120,000 members are insured) and consumer protection (NEA Special Services Committee serves as trustees; NEA Special Services Division supervises the operation of the program). The NEA Life Insurance Program is without question the outstanding national association-sponsored life insurance program.

PROTECT YOUR POSSESSIONS HOMEOWNER OR NOT

Homeowners Insurance

NEA's fast-growing Homeowners Insurance Program offers low-cost protection for renters as well as homeowners. Possessions other than real property need protection, too, and NEA's Homeowners Program offers it in most states. NEA's program is not available in Connecticut, New Jersey, overseas, Nevada, California, Hawaii, Washington, Kentucky, Ohio and Pennsylvania. However, the seven latter states sponsor a similar program of their own. Where available, the program offers four basic plans of protection —fire, homeowners, homeowners broad form and tenants—each plan custom tailored to meet your specific requirements.

OTHER NEA-SPONSORED PROGRAMS

NEA Mutual Fund, Inc., is an open-end, diversified, common stock fund with the primary objective of long-term growth of capital. Income is a secondary objective. NEA members and members of their immediate families may invest in shares of the fund in amounts of $25 or more at a two (2) percent sales charge. The fund is managed and distributed by Educators Fund Management Corporation, which is wholly owned by NEA and state affiliate associations. To receive a free prospectus and complete investment information, write to: Educators Fund Management Corp., 7900 Westpark Drive, McLean, Virginia 22101.

NEA has contracted with Borg-Warner Leasing to provide **automobile leasing services** to members. All makes and models, foreign and domestic, auto and truck, are available for lease. The basic lease period is for 24 or 36 months. A security deposit of $150, returnable upon satisfactory completion of the lease, is required on most models. Because Borg-Warner Leasing purchases the vehicles at discount, monthly rental payments are low. An added advantage is having lease payments applied toward the purchase of the car should that be desired.

NEA's Educational Travel Program offers both international and domestic travel opportunities during summer, Easter, and Christmas vacation periods.

The 1973-4 Christmas Travel Brochure will be sent to members upon request. This brochure is automatically being mailed in late August to all those who participated in NEA 1972 Christmas, 1973 Easter, and 1973 summer tours and flights.

248,022 MEMBERS PARTICIPATING IN SPECIAL SERVICE PROGRAMS

At the NEA Board of Directors meeting in Portland, Oregon, the Special Services Committee reported a total participation of 248,022 NEA members enrolled in one or more of the Special Service programs offered by the Association. Including dependents covered under the insurance programs this participation total reaches 478,812 people. The annual investment of funds by Association members in these programs is $27,507,610.

NEA has developed an extensive program of benefits designed to meet individual member needs and to save members money. The programs offer some of the best values to be found anywhere in insurance, investments, travel, and purchasing services. The purpose of Special Services is to offer such a variety of services of such high quality and at such low cost, that no educator can afford to be without them.

This page and the preceding page are designed to present one or more particularly significant feature of each of the Special Service programs. Detailed information is available upon request. To obtain more information about the Special Service programs, fill out the handy coupon below. Complete, detailed information and application forms will be sent by return mail. Should you have questions which require personal attention, the Special Services staff will promptly respond to your inquiry and help you in any way they can.

PRESCRIPTIONS BY MAIL?

NEA Prescription Service

Yes! Now you can order most of your prescription and pharmaceutical needs through the newest Special Service program, NEA's Prescription Service.

The program is designed to bring NEA members top-quality medicines and health care items from a leading mail-order pharmacy.

After extensive research, NEA selected Pharmaceutical Services, Inc., a mail-order pharmacy associated with the widely renowned Kansas City Research Hospital, to administer the program. Pharmaceutical Services' unique blend of computer technology and personal checking, filling and re-checking of prescriptions by registered pharmacists contributes to an outstanding combination of careful, accurate, prompt and dependable service. The company's already low, competitive prices are made even better by a 10% discount for NEA members.

Features of the program:

- Unqualified satisfaction, or your money back
- Triple-check accuracy in prescription filling
- Computer check against harmful drug interactions and allergies
- Postage-paid, first-class mail delivery of prescriptions
- Free annual tax record of prescription purchases
- Completely itemized duplicate invoices to make insurance claims easy
- Simple, accurate way of ordering refills
- Orders filled and shipped the day received.

The new *NEA Prescription Service Catalog* lists over 1,500 prescription and non-prescription items and will be available September 15.

BENEFITS TO SPEND ANY WAY YOU CHOOSE?

In-Hospital Income Program

NEA's In-Hospital Income Plan, designed to provide additional income during hospitalization, offers three schedules of benefits, $20, $40, or $60 per day. Payments are doubled if hospitalization is due to cancer or intensive care. Benefits are paid in addition to all other health insurance or protection plans. They are tax free and can be spent or saved any way you choose.

NEA's experience-rated In-Hospital Income Plan has one of the highest pay-back ratios of any plan we know about. It's an excellent back-up health plan, underwritten by the Life Insurance Company of North America and the Horace Mann Life Insurance Co.

It will be issued to all eligible members under age 60 and their eligible family dependents regardless of previous health. Enrolled members may continue the coverage into retirement. No health questions are asked; no medical exam is required. Even pre-existing conditions are covered after two years of participation.

Rapidly rising hospital costs make this NEA program more and more valuable.

OCTOBER ATTRACTIONS

Special Services is now working on two programs scheduled for October announcement to all NEA members: a revised 1973-74 Book Program and a Christmas Season group of Special Offers.

A Discount Book Purchase Program is being developed which will include books from selected, prominent publishers in addition to those who have been participating in the NEA Book Program in the past.

Products for Special Offers to NEA members are being carefully reviewed by Special Services staff at this time. Suggestions from members about products are welcomed. Criteria for selection of merchandise include: (1) products appropriate to NEA sponsorship for NEA members; (2) current standard models of well-known, reputable manufacturers; (3) quality merchandise at special price advantage; and (4) manufacturer's guarantee and servicing availability.

The Special Offers carried in the May 1973 *NEA Reporter* (Bowmar and Remington Calculators, Samsonite Luggage, Kodak Cameras, Wollensak Cassette Recorder, Olivetti Portable Typewriter, GE Eight-Track Stereo) are still available at the May prices on a limited time basis. A reprint of that offering will be sent to members upon request.

TO: NEA Special Services
1201 Sixteenth Street, N.W.
Washington, DC 20036

Please send me information on the following NEA Special Service Programs:

- ..... Life Insurance
- ..... Accidental Death, Dismemberment & Disability Insurance
- ..... Homeowners Insurance
- ..... In-Hospital Income Plan
- ..... Prescription Service (Available Sept. 15, 1973)
- ..... Tax-Deferred Annuity
- ..... Special Offers (May 1973 *Reporter*)
- ..... Educational Travel Program (Christmas 1973)
- ..... Auto Leasing

(NOTE: 1973-74 Book List and the fall 1973 Special Offers will be mailed automatically to all NEA members in October.)

Name .....

Address .....

City ..... State ..... Zip .....

NEA REPORTER 8/73

nea reporter

October 1973 Vol. 12, No. 5 Published by the National Education Association Washington, D.C. 7

NEA FIGHTS FOR SCHOOL DOLLARS

NEA is fighting to save a $6 billion federal education appropriation bill which the Nixon Administration has threatened to veto.

"We aren't going to sit this veto out," NEA President Helen D. Wise declared at the September meeting of the NEA Board of Directors. "We've had four vetoes and a fifth is expected. Each is a step backward for education. We are mounting a campaign for the next crisis, and we are preparing longer-range plans to increase federal funding from the present less than eight percent to a full 33 percent."

The Board of Directors passed unanimously a resolution calling for an all-out effort to secure passage of the upcoming education money bill for the departments of Labor and Health, Education, and Welfare. The resolution urges all educators and all associations "to make every effort to prevent a veto of HR 8877 (the appropriations bill) and if a veto does take place that we redouble our efforts to override the veto."

See pages 14 and 15 for details on NEA's legislative program and on current activities in Congress.

INSIDE

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American Education Week poster 12

NEA-AFT TALKS TO BEGIN

An "advisory and strategy" committee newly appointed by NEA President Helen Wise met last month to prepare for upcoming discussions between NEA and the American Federation of Teachers.

The 13-member group worked on the proposal to be submitted to AFT, reviewed all relevant NEA policies, discussed membership concerns, and considered methods of keeping members and governance informed during the talks.

The NEA-AFT discussions will probably begin early this month.

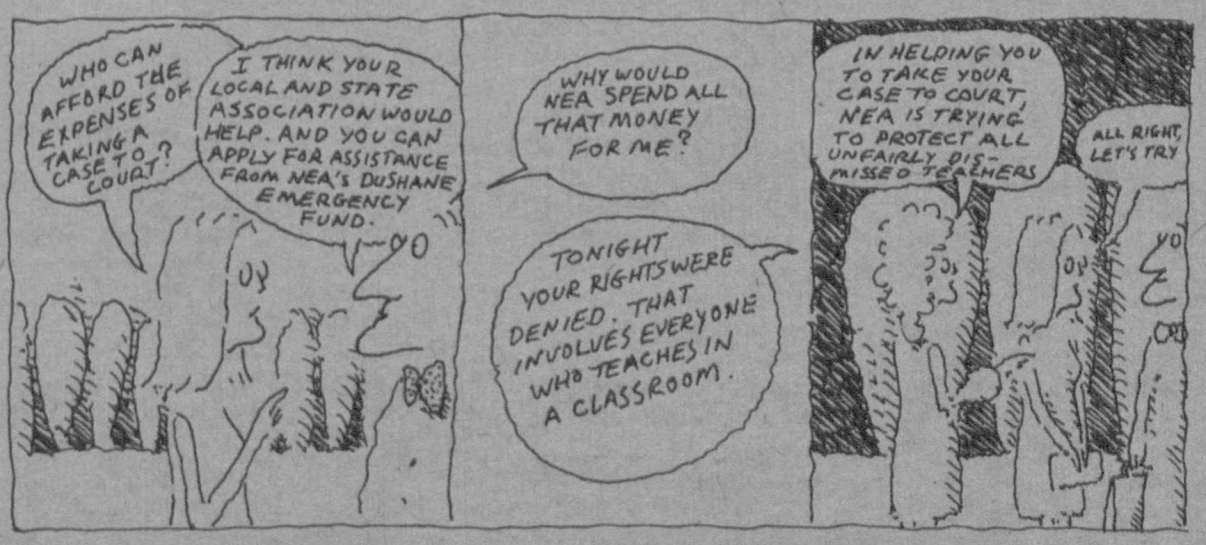
Members of the group are: Mel Sweidarke, NEA Board of Directors member, president of the Illinois Education Association, and junior high social-studies teacher from Elgin, Illinois; Anthony Butler, NEA Board of Directors member and junior high math and science teacher from Lisman, Alabama; Jay Soley, president of the National Council of Urban Education Associations and elementary teacher, Racine, Wisconsin; John Ryor, president-elect of the National Council of State Education Associations and high school social studies teacher, Battle Creek, Michigan; Jewell Harris, NEA Board of Directors member and director of public information, Abilene School District, Abilene, Texas; Hollis Harrison, NEA Board of Directors member and junior-senior high school social studies teacher from Anchorage, Alaska; Edna May Sole, assistant professor of elementary education, Central Connecticut State College, New Britain, Connecticut; James Harris, NEA president-elect from Des Moines, Iowa; Catharine Barrett, NEA past president, Syracuse, New York; Gary Watts, NEA's director of affiliate services; Robert Chanin, NEA's deputy executive secretary and the Association's general counsel; Terry Herndon, NEA executive secretary; and NEA President Wise.

A six-member team—Harrison, Barrett, James Harris, Chanin, Herndon, and Wise—will take part in the initial meeting with AFT. NEA President Wise will speak for NEA throughout the talks.

TEACHERS' RIGHTS COMIC

"IT COULDN'T HAPPEN TO ME" Beginning on page 4

nea helping teachers teach


WHO CAN AFFORD THE EXPENSES OF TAKING A CASE TO COURT?
I THINK YOUR LOCAL AND STATE ASSOCIATION WOULD HELP. AND YOU CAN APPLY FOR ASSISTANCE FROM NEA'S DUSHANE EMERGENCY FUND.
WHY WOULD NEA SPEND ALL THAT MONEY FOR ME?
TONIGHT YOUR RIGHTS WERE DENIED. THAT INVOLVES EVERYONE WHO TEACHES IN A CLASSROOM.
IN HELPING YOU TO TAKE YOUR CASE TO COURT, NEA IS TRYING TO PROTECT ALL UNFAIRLY DISMISSED TEACHERS
ALL RIGHT, LET'S TRY

U.S. SCHOOLS ARE NUMBER ONE

These days everyone seems to be taking potshots at schools and teachers, demanding "accountability," implying that the American public school is not delivering the goods.

This article, originally in the Wall Street Journal, tells of a major international study that places U.S. schools in perspective and demonstrates that America's public schools are "clearly at the head of the international parade."

By Grace Hechinger

America as the land of opportunity has long been synonymous with its faith in universal education. Does such open access to school, without any prior sorting out of either the materially or intellectually less privileged youngsters, penalize the gifted? Does the American commitment to mass education in fact mean that the talented few are sacrificed to the concern of the mediocre many? As an old Tory expression puts it, does more mean worse?

American egalitarian ideology has always said no to these questions—largely on faith. But now this idealistic view has been confirmed, not by populist do-gooders, but by the conclusions of the most extensive world-wide survey of educational accomplishments ever undertaken. The recently released findings of the International Association for the Evaluation of Educational Achievement (IEA) provide unprecedented proof that the critics of the open door to learning are wrong in their insistence that universal education is incompatible with quality education.

The study is based on data from 9,700 schools in 19 countries. They include Australia, Belgium (the French-speaking and Flemish-speaking sectors were considered separately), Chile, England, Finland, France, Hungary, India, Iran, Israel, Italy, Japan, the Netherlands, New Zealand, Scotland, Sweden, Thailand, the U.S. and West Germany. The $5 million cost of the survey was met by a number of private foundations and governmental agencies from many of the countries involved.

"Critics of the open door to learning are wrong in their insistence that universal education is incompatible with quality education."

One of the study's key findings shows that in reading comprehension, the top group of American high school seniors—the upper 9% or 10% in academic achievement—actually comes out ahead of all other nations, including the educationally highly restrictive ones. In science, the comparable American groups finished in seventh place, still a respectable showing.

Professor Torsten Husen of the University of Stockholm, director of the IEA study, said in answer to the educational elitists: "It is actually the selective system that pays a price in lost talent and social dislocation."

To underscore that claim, he offered statistics that show West Germany, which siphons off "nonacademic" children at age 10, suffers from the highest degree of "social bias," the major indicator of a stratified society. This means that the highest ranking students come almost exclusively from the most privileged social and economic classes. By age 18, only 1% of the lower class children, defined as coming from unskilled or semi-skilled workers' families, were still attending school. As a result, only 1% of that group show up in the academic elite. In American schools, 14% of those who graduate from high school come from lower socio-economic groups. This means a steady influx of "lower class" children into the potential leadership sector.

It is only when all American high school seniors are tested that the American performance slipped severely—to 12th place in reading comprehension. However, the U.S. keeps 75% of its young people in high school through graduation—the highest proportion of any country in the survey. In all the other participating countries great numbers of young people have by that time already dropped out or been pushed into nonacademic activities. Thus the low ranking of the American high school senior class on the international scale is not the sign of depressed academic quality that American critics see in it, particularly since it does not lower the achievements of the intellectually gifted. On the contrary, it is reasonable to support Professor Husen's conclusion that the American plan for keeping virtually everyone in school until high school graduation gives the U.S. a greater pool of educated citizens from which to draw its leaders. And it clearly aids the American people's social and economic mobility.

The relationship between children's education achievements and their adult careers and status is a subject of continuing controversy here and abroad. For instance, the Stockholm report challenges head-on the widely publicized study by a Harvard research team headed by Christopher Jencks, which claims that schools fail to reduce social and economic inequality. The IEA survey did not directly concern itself with pupils' future income; but by proving that open access is a significant factor in allowing children from disadvantaged homes to rise to the level of the academic elite, it offers persuasive evidence that education does improve chances for economic success, and has done so more effectively in the U.S. than anywhere else.

The study does uphold the claim, first published by sociologist James Coleman in 1966, that home background is more important to a child's scholastic success than anything the schools have so far been able to offer. But the Stockholm findings point more strongly than did the Coleman report to the fact that schools, nevertheless, make a substantial difference —a fact that has increasingly been denied by the New Left anti-school ideologists.

The debate over the effectiveness of public education in the United States thus will have to take account of these findings:

- Hard work in school plus open access do count. "Get them and stretch them" is the way a member of Professor Husen's research team summarized the need for a combination of mass education and tough study requirements.
- Women's Lib is right in charging that girls have traditionally been short-changed. They have lagged behind boys in interest and performance in science and the gap grows larger the longer girls attend all-girls' schools, where they are not being challenged. Significantly, the gap does narrow in coeducational schools.
- An analysis of the schools' greater success in teaching science—called a "school-oriented subject" by the study—than in teaching reading—labeled "home-oriented"—suggests a puzzling discrepancy in the schools' relative skills and efforts. "The schools appear to do little to mobilize their resources for the improvement of reading beyond the early years," the report said—a serious indictment of neglect in so crucial an area.

The study itself, however, is not without its limitations. The basic problem with a survey of so many nations' schools is that educational systems do not exist in a social and historical vacuum. The way a nation interprets its educational responsibilities cannot be discussed independently from its political, social and economic priorities. There is no common denominator which can readily be extracted from such a study. To be valid, comparisons between countries cannot be made without great caution and qualifying explanations of cultural and socio-political differences.

Moreover, the process of statistical averaging dulls the sharp edges of the data and thereby tends to reduce the usefulness of such research for specific pedagogical reform planning. For example, the study concluded that class size makes little difference in the pupils' success. Yet that conclusion becomes of limited usefulness when the differences, which are typically between 30 and 35 pupils, are averaged out. What such statistics fail to provide is information on a real difference—between a class, say, of 10 and another of 30 students.

In spite of these limitations, the international scope of the study does offer some much-needed perspectives and insights for a more rational approach to the American debate of the problems of public education. The increasingly vocal critics of our schools, in keeping with the current mood of American self-criticism, have assumed an isolationist or at least a provincial tone. It is, of course, true that American schools have discriminated against the poor and against minority groups. American education policy has not always made the climb up the ladder of success as easy or as equal as envisioned by the American dream. But a look at the schools of Germany, England and France, where stratification is still far more rigid, puts the American achievement in a much brighter light, clearly at the head of the international parade.

"The studies shatter the parochialism of both the conservative and radical critics who over-analyze and undervalue American education."

The virtue of the IEA studies is precisely that they shatter the parochialism of both the conservative and radical critics who over-analyze and undervalue American education. Charles W. Eliot, president of Harvard at the end of the 19th Century and one of the leading public school reformers of his time, wrote almost 100 years ago that, in order to keep society fluid, "it is a supremely important function of the teacher throughout the entire school system to discover, recognize and give ample chance to the remarkable child." And he emphasized persistently that he saw no contradiction in the establishment of quality controls and the open democratic approach.

The message from Stockholm confirms President Eliot's earlier faith. The IEA findings, despite their limitations, are persuasive on two points central to forward-looking American public school doctrine: Schools *do* matter in keeping society fluid, and more *can* be better.

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TEACHER POLITICAL POWER

An editorial by NEA President Helen Wise

It's great, it's exciting, and it's going to pay off! I'm talking about the tremendous ground swell of teacher activism that is making NEA a potent force in the political arena. Teachers everywhere are contributing their time, talents, and money to achieve the political clout we must have to elect candidates who will support our drive for a better public education system.

Just in is a report that shows how teachers working together can make the difference in an election. The political action committee of the 76,000-member New Jersey Education Association (NJEA-PAC) has announced its endorsement of a candidate for governor and 36 candidates for the state legislature. More endorsements will be announced shortly.

But endorsement is only the first step in giving candidates political support. Warren D. Cummings, NJEA president and chairman of NJEA-PAC, reports that between now and the November election, PAC will provide NJEA services which may include use of its mailing list of 90,000, physical support in the form of volunteers, and cash contributions.

The money will come from the PAC treasury, which is separate from that of NJEA. Contributions will not be made directly to endorsed candidates, but will be given upon written request to appropriate committees of educators working on behalf of candidates. The amounts of each contribution will be based on the candidates' voting records, their opposition, and their financial needs.

The NJEA endorsements represent 20 of the state's 40 legislative districts, and include 17 Republicans and 19 Democrats.

A forerunner of NJEA-PAC, known as the Political Action Study Committee, endorsed 14 Congressional candidates in last fall's election, and eleven of them were elected. That's a great track record, and it's the kind of success story that teachers have been building all across the nation.

We're proving that teachers can make the difference. And the difference will mean quality education for all of our children.

LETTERS

A members' forum—especially, a place for dissenting members to share their concerns.

Children as friends

I just read the August '73 issue. I disagree with . . . My experience disagrees with that of Haim Ginott (page 9) in that I say that children are our friends when we are dependable and can be depended upon. Because of our differences at any age or for any reason we must, whether we like it or not, learn to accept help when needed. We accept help from younger people when we are older, from older people when we are smaller, from qualified doctors when we need them, and ultimately with the emotion of gratefulness. If as Dr. Ginott says "dependency breeds hostility," I am sure that it breeds a number of other emotions such as efforts to learn, appreciation, love (for the milk in mother's breast), joy of working in groups with others.

P. Sabath
Long Island City, New York

"Drivel"

I am the Education Association representative from our school and naturally read the NEA REPORTER with interest. The article by Jonathon Kozol on *The Public School as Indoctrinator* [August] and the claims he made therein was filled with exaggerations, and about as far from the truth as anyone could get. Besides teaching school a single year, I wonder how many schools or even what percentage of schools he has ever seen these astonishing lessons in patriotism and manipulation take place.

After one year of teaching he appointed himself as a judge written in "Death at An Early Age" to decide that the Reading Teacher hated kids, and the Art Teacher the same and he himself as the one shining light in their lives. In his lectures he has described schools, teachers, and our textbooks in such a way that wasn't even true fifty years ago. I was a pupil longer ago than that, and I can't believe that my Wisconsin and Minnesota schools were that different, but his outrageous descriptions did not fit *then* or *now*. Naturally, they were facetious in order to gain popularity, and it does sell books, and excite publishers, but I think he should be challenged. He should visit our schools, read our textbooks, and *he* could learn that he is the one that is way behind the times. Find one school where the pledge or/and the National Anthem is a daily "ritual" (or even weekly), find one school that teaches patriotic songs or does patriotic marching, if possible, then there'll be 999 schools too busy teaching math, reading, science, and all the rest.

I'm ashamed to read his type of rhetoric. All to sell a book or an article, with little regard for truth. He is an insult to our system, the best in the whole world. Having served in the Peace Corps in Africa, travelling all over the world, speaking two or three other languages, and living with natives of other countries, I suggest that his descriptions fit school systems in many African, Asian, and European schools where I have taught or visited. But American schools! Let's not have any more of such drivel in a professional publication!

Irene Krumpelmann
West St. Paul, Minnesota

Excellent

I have taught school for 4 years, and until this August 1973 issue of NEA REPORTER, have never felt the NEA publication was helpful or stimulating.

However, I highly commend the staff on an *excellent* issue this time. PLEASE continue to have the quality of articles and comments by Kozol, Ginott, etc.

This issue had a fine variety of national education concerns, inspirational-type thoughts from NEA leaders, and practical theory.

Thank you very much for the improvement!

Nancy Guthmann
Aurora, Nebraska

Communists?

I have always fought for teachers' rights and for the coalition of both teachers and administrators in the NEA. But I have been disappointed and after reading recent issues of the NEA REPORTER, thoroughly disgusted. Instead of a few administrators "directing" the organization, it is now in the hands of a few communists and communist sympathizers as evidenced by the material printed. The average teacher is pushed aside by these so-called "far-out" liberals (a fancy term for communist).

Here are typical examples of the type of material referred to in the August 1973 NEA REPORTER: (1) An NEA task force report includes "America is a racist society. NEA is Anti-Asian." (2) Jonathan Kozol actually making a mockery of the Pledge of Allegiance and many other examples.

Where are the millions of teachers who believe in and love America? Why don't they speak up and "throw" these Communist educated jerks out of office, preferably out of the association?

You state "members from ethnic-minorities" shall comprise at least 20 percent of the Board. What a stupid statement and one which guarantees a loss of freedom.

Unless the majority of teachers assert themselves and "clip the wings" of the militant, Communist minority, a great organization is doomed.

J. H. Hobbs
Golconda, Illinois

Professionalism

What an appalling disparity in the August REPORTER! Terry Herndon exhorts the term "professional" or "profession" over and over while the article above announces that NEA delegates approved a resolution calling for a starting salary of $12,500. What a display of economic stupidity! No matter how you try to rationalize our short hours, we cannot claim a full year's salary unless we work that year. Trying to convince the taxpayers working 2,000 hours a year that we deserve equivalent pay for less than 1,500 hours will only lead to the taxpayer deciding that teachers can't be very bright.

Professionalism means producing a product efficiently with the best techniques available. If we do not start working a full year, we must be content with ¾ of a salary for the ¾ of a year that we do work. Any more pay will have to come from more work. Is it worth giving up your summers off?

David F. Rollins
Las Vegas, Nevada

Kennedy no

As a teacher and a parent, I protest most vehemently your inclusion of an article by Edward Kennedy in the latest [August] NEA paper.

Mr. Kennedy's life and character have made him someone to avoid and scathe, not print as someone to look up to.

Educators should, and must, lead the way in consistent top values. Mr. Kennedy's pathetic and disgraceful actions and account from Chappaquaddick have prompted only disgust and fright from those of us who are anxious to hold up the strong and honest before our youth.

Most teachers with whom I am associated have been concerned at the seeming destructive ultra-liberal trend of the NEA. There are enough admirable people you can use as your sources. Don't make us sorry we have been forced to be members of this organization.

Sheila M. Ver Nooy
Bogota, New Jersey

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nea reporter

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Member: Edpress

TEACHERS' RIGHTS COMIC

"IT COULDN'T HAPPEN TO ME"

CREATED BY: GERTRUE MITCHELL

WITH THE SCHOOL YEAR BARELY THREE WEEKS OLD, PEGGY HAMMOND... WHO TEACHES 10TH-GRADE SCIENCE AT CENTRAL HIGH... IS IN THE MIDDLE OF A SPECIAL TWO MONTH INTERDISCIPLINARY UNIT "IMPROVING OUR ENVIRONMENT." HELPING PEGGY ARE MARY LOMBARDI (ENGLISH), HADLEY DAWSON (SOCIAL STUDIES), AND JULIO FERNANDEZ (MATH). THE STORY OPENS WITH PEGGY AND MARY CHATTING IN THE HALL.

PEGGY, THESE LETTERS TO THE FIVE COMPANIES AND TO THE NEWSPAPER ARE EXCELLENT.

THE KIDS REALLY WORKED HARD WRITING THEM. NO LANGUAGE PROBLEMS?

NOT REALLY... TWO TINY CHANGES I MARKED HERE. OH I ALMOST FORGOT THE NEA TRAINING SESSION TUESDAY ON TEACHER RIGHTS. CAN YOU MAKE IT?

YOU NEVER GIVE UP, DO YOU? I GUESS NEA ACTIVITIES ARE YOUR THING. I PAY MY DUES, BUT I THINK THE ACTION IS IN THE CLASSROOM. WHAT HAPPENS THERE IS THE MOST IMPORTANT THING.

WHAT HAPPENS TO OTHER TEACHERS, PEGGY, CONCERNS US. SUPPOSE YOU WERE SUDDENLY FIRED...

IT COULDN'T HAPPEN TO ME. SEE YOU AT LUNCH, MARY.

•IN OCTOBER•

MRS. HAMMOND... I'M SORRY I'M THE ONE TO HAVE TO GIVE YOU THIS LETTER FROM SUPT. THURMAN TO YOU. MY HANDS ARE TIED

FROM THURMAN?

JONES VALLEY SCHOOL DISTRICT

45 WASHINGTON STREET

MRS. PEGGY HAMMOND
CENTRAL HIGH SCHOOL

OCT. 7, 19

DEAR MRS. HAMMOND:

THE JONES VALLEY DISTRICT SCHOOL BOARD HAS DIRECTED ME TO INFORM YOU, THAT, AS OF THE ABOVE DATE, YOU HAVE BEEN SUSPENDED FROM THE POSITION OF SCIENCE TEACHER AT CENTRAL HIGH SCHOOL ON THE GROUNDS OF INSUBORDINATION.

YOU ARE TO REMAIN AT YOUR HOME AND REFRAIN FROM ANY CONTACT WITH SCHOOL PERSONNEL, PUPILS OR PARENTS OF PUPILS DURING THE PERIOD OF YOUR SUSPENSION. ALL CLERICAL CHECKS WILL BE SENT TO YOU BY MAIL.

PEGGY, WHAT'S WRONG?

READ THIS.

PRUITT HIMSELF HANDCARRIED IT. STILL IT'S HARD TO BELIEVE.

IS THIS SOME KIND OF A SICK JOKE?

IT DOESN'T MAKE ANY SENSE AT ALL TO ME. YOU'RE AN EXTREMELY COMPETENT TEACHER WHO WORKS HARD TEACHING AN IMPORTANT TOPIC.

WHAT DO I DO NOW-- WITH A HUNGRY MORTGAGE TO FEED?

HOW IN THE WORLD CAN I PAY A LAWYER...

YOU NEED TO REQUEST A HEARING AND GET A LAWYER PRONTO!

LET ME TALK WITH THE LOCAL NEA PEOPLE.

REMEMBER MY WORDS ABOUT HOW IT COULDN'T HAPPEN TO ME?

•LATER•

I'M MEETING WITH THE LOCAL ASSOCIATION BOARD ON THURSDAY.

THANKS, MARY.

THREE DAYS LATER, MARY MEETS WITH THE LOCAL ASSOCIATION EXECUTIVE BOARD.

...HERE'S A COPY OF THE SUPERINTENDENT'S LETTER. SHE'S ALREADY WRITTEN TO REQUEST HEARING...

MAYBE MRS. HAMMOND ACTUALLY WAS INSUBORDINATE.

BUT SHE HAS A RIGHT IN ANY CASE, JIM, TO QUESTION THE CHARGE AS WELL AS THE RIGHT TO A FAIR HEARING. WE SHOULD PROVIDE A LAWYER FOR HER.

TELL MRS. HAMMOND THAT PAUL WEISS, NEA LEGAL NETWORK LAWYER FOR THIS AREA, WILL GO WITH HER TO THE HEARING.

LET US KNOW HOW THE HEARING GOES. THEY CAN BE PRETTY ROUGH

SHE'LL NEED HIM. RIGHT NOW SHE'S PRETTY DEPRESSED.

•LATER•

(FOUR DAYS BEFORE THE SCHOOL BOARD HEARING ON PEGGY'S SUSPENSION AND FIRING)

ANY IDEA, PEGGY, WHY THE SCHOOL BOARD WOULD SUSPEND YOU?

FRANKLY, I DON'T KNOW.

THE LETTERS WERE PART OF A SCIENCE COURSE?

AN EIGHT-WEEK UNIT ON "IMPROVING OUR ENVIRONMENT." WE HAD CAREFULLY PLANNED THE SPRING BEFORE TO WRITE TO COMPANY PRESIDENTS AND THE LOCAL PRESS.

I'VE READ THE LETTERS CAREFULLY. LOOK PRETTY STRAIGHTFORWARD TO ME. THEY'RE LONG... BUT INTELLIGENTLY DONE.

WE WERE HOPING TO MAKE COMMUNITY CONTACTS THOUGH THE LETTERS.

APPARENTLY ONE OF THE COMPANY PRESIDENTS GOT MAD AND FIRED OFF A LETTER TO SUPT. THURMAN.

MARY TELLS ME YOUR TEACHING RECORD IS OUTSTANDING-- THREE COMMENDATIONS IN SEVEN YEARS. THAT'LL HELP. HAVE YOU HAD ANY PROBLEMS?

POSSIBLY ONE. LAST MARCH ONE OF MY SCIENCE CLASSES SURVEYED POSSIBLE SAFETY HAZARDS AT CENTRAL HIGH. THEY FOUND EIGHT HAZARDS.

THE CLASS DID A SKIT ABOUT THEM AT A SCHOOL ASSEMBLY. THEN A DOZEN OR SO PARENTS PHONED THURMAN TO COMPLAIN ABOUT THE HAZARDS.

WHAT HAPPENED?

WELL, THEY WERE QUIETLY ELIMINATED AND PRUITT TOLD ME TO STAY AWAY FROM SUCH PROJECTS.

WHAT WAS YOUR REACTION?

NOT MUCH, REALLY. PRUITT'S THE NERVOUS TYPE. HE'D GET UPSET IF HE SAW A TEACHER GO UP THE DOWN STAIRCASE.

WHAT DID PRUITT SAY WHEN YOU PREPLANNED THE ENVIRONMENTAL UNIT LAST SPRING?

NOTHING MUCH, EXCEPT HE INCLUDED IT IN SOME ADMINISTRATIVE REPORT... AS AN INNOVATION.

THAT'S ABOUT ALL FOR TODAY. SEE YOU AT THE HEARING MONDAY.

•MONDAY•
AT THE SCHOOL BOARD HEARING

MR. PRESIDENT I'D LIKE TO READ A LETTER FROM MR. HERBERT REESE IN WHICH MRS. HAMMOND IS MENTIONED

REESE CHEMICAL COMPANY

OCTOBER 10, 1972

...ENVIRONMENT... POLLUTION. I FIND PARTICULARLY OFFENSIVE THE STUDENTS' REFERENCE TO "THE AS YET UNMET NEED FOR OUR INDUSTRIES TO MEET THEIR OBLIGATIONS IN IMPROVING THE ENVIRONMENT."

IT IS MY SINCERE HOPE THAT SUCH ACTIONS AS THE LETTER WRITING BE VIGOROUSLY DISCOURAGED AND THAT CENTRAL HIGH RETURN TO ITS PURPOSE OF EDUCATION.

BUT MR. REESE DOESN'T UNDERSTAND...

WE HAVE COPIES OF YOUR LETTER. PLEASE DO NOT INTERRUPT, MRS. HAMMOND.

MRS. HAMMOND, IN MY OPINION, WAS TEACHING HER STUDENTS A COURSE ON HOW TO BEHAVE IRRESPONSIBLY.

IT STRIKES ME THAT THESE STUDENTS SHOULD BE READING BOOKS AND LEARNING FACTS INSTEAD OF PESTERING HARD-WORKING CITIZENS AND RUNNING TO THE PRESS

BUT MAYBE THEY WERE SINCERE IN WRITING THE LETTERS...

I WOULD LIKE TO CALL ON MR. PRUITT FOR THE CIRCUMSTANCES.

AFTER THE INCIDENT LAST MARCH WITH ANOTHER OF MRS. HAMMOND'S SCIENCE CLASSES...

WHAT INCIDENT?

HER STUDENTS GAVE A DRAMATIZATION AT AN ASSEMBLY, OF EIGHT "SO-CALLED SAFETY HAZARDS" IN THE SCHOOL AND DR. THURMAN RECEIVED CALLS FROM ANGRY PARENTS ABOUT THE DANGERS.

THE "HAZARDS" WERE REALLY MINOR, BUT THE STUDENTS' PRESENTATION UPSET THE SCHOOL AND THE COMMUNITY.

SIR, THE HAZARDS WERE NOT MINOR...

PLEASE, MAY WE HEAR MR. PRUITT WITHOUT INTERRUPTION?

AT ANY RATE I CLEARLY WARNED MRS. HAMMOND NOT TO LET HER STUDENTS DO THESE THINGS WITHOUT CONSULTING ME FIRST

DID MRS. HAMMOND CONSULT YOU ABOUT SENDING THE LETTERS?

SHE DID NOT.

• HALF AN HOUR • LATER

THE SCHOOL BOARD VOTES

THE BOARD IN EXECUTIVE SESSION BY A VOTE OF 5 TO 2 HAS DECIDED TO DISMISS PEGGY HAMMOND.

NOW I KNOW WHAT IT'S LIKE TO BE HANGED BY THE TOWN VIGILANTES!

LOOK, THE ONLY THING YOU CAN DO IS BRING SUIT.

MARY'S RIGHT. AFTER ALL, PEGGY, YOU WEREN'T EVEN ALLOWED TO DEFEND YOURSELF OR EXPLAIN THE CIRCUMSTANCES.

WHO CAN AFFORD THE EXPENSES OF TAKING A CASE TO COURT?

I THINK YOUR LOCAL AND STATE ASSOCIATION WOULD HELP. AND YOU CAN APPLY FOR ASSISTANCE FROM NEA'S DUSHANE EMERGENCY FUND.

WHY WOULD NEA SPEND ALL THAT MONEY FOR ME?

TONIGHT YOUR RIGHTS WERE DENIED. THAT INVOLVES EVERYONE WHO TEACHES IN A CLASSROOM.

IN HELPING YOU TO TAKE YOUR CASE TO COURT, NEA IS TRYING TO PROTECT ALL UNFAIRLY DISMISSED TEACHERS

ALL RIGHT, LET'S TRY

GOOD. I'LL HELP YOU WITH THE DUSHANE APPLICATION TOMORROW MORNING. THE BOARD HAS NOT SEEN THE END OF US.

• FOUR MONTHS LATER •

ONE WEEK BEFORE PEGGY'S FEDERAL SUIT AGAINST THE SCHOOL BOARD.

HOW'S PEGGY... HER TRIAL IS ONLY A WEEK AWAY

SHE WAS PRETTY DISCOURAGED AFTER THE HEARING, BUT SHE AND PAUL HAVE BEEN WORKING HARD BUILDING A GOOD CASE.

I HOPE SHE WINS IN COURT. YOU KNOW, I DON'T KNOW ANYONE WHO DEMANDS SO MUCH OF HER STUDENTS. THEY LOVE HER FOR IT.

PAUL WEISS, INCIDENTALLY, FOUND OUT THAT REESE IS CAVANAUGH'S BROTHER-IN-LAW. BOTH HAVE A THING AGAINST "NON-TRADITIONAL" EDUCATION.

THAT EXPLAINS A LOT.

AND THURMAN DOESN'T LIKE NON-TEAM PLAYERS. THAT HASSLE OVER SAFETY HAZARDS REALLY BUGGED HIM.

SO PEGGY BECAME A TROUBLE MAKER IN HIS MIND?

SOMETHING LIKE THAT. SINCE I SAW SOME OF THIS FIRSTHAND, I'LL BE TESTIFYING IN COURT. WISH US LUCK.

• PEGGY'S • SUIT BEGINS IN U.S. DISTRICT COURT

BEFORE JUDGE IDA MORELAND

...BUT MRS. HAMMOND DID NOT GET A FAIR HEARING...

SHE WAS NOT ALLOWED TO QUESTION MR. PRUITT OR TO PRESENT HER CASE.

FURTHERMORE, THE 1ST AND 14TH AMENDMENTS TO THE U.S. CONSTITUTION PROVIDE THAT THE GOVERNMENT CANNOT UNDULY RESTRICT SPEECH AND EXPRESSION OR FAIL TO PROVIDE DUE PROCESS OF LAW....

ACCORDINGLY, THE PLAINTIFF, HAMMOND, ASKS TO BE REINSTATED, TO RECEIVE BACK PAY, AND DAMAGES.

MARY TESTIFYING

IN A UNIT LIKE THE ENVIRONMENTAL ONE, IT IS NOT UNUSAL TO USE COMMUNITY RESOURSES, WRITING LETTERS, INVITING SPEAKERS, AND INFORMING THE PRESS.

ANOTHER WITNESS

MR. CLINTON, AS SCHOOL CUSTODIAN, CAN YOU SAY THAT REPAIRS WERE ORDERED AFTER THE HAZARDS INCIDENT?

YES, MR. PRUITT SAID TO MAKE THEM QUICKLY AND QUIETLY..

PEGGY TESTIFYING

IN 1968, 1970, AND 1971 I WAS CITED FOR MY TEACHING...

WERE YOU GIVEN THREE OUTSTANDING TEACHING RATINGS?

YOUR HONOR, I WISH TO PLACE THIS LETTER IN EVIDENCE FROM ONE OF THE FIVE COMPANY PRESIDENTS WHO HAD RECEIVED LETTERS FROM MRS. HAMMOND'S STUDENTS.

CLERK READS THE LETTER TO THE COURT

FROM: VALDES SAND AND GRAVEL CO., OCT. 17, 1972. "DEAR MRS. HAMMOND: I COMMEND YOUR STUDENTS' EFFORTS IN STUDYING IN DEPTH THE SERIOUS PROBLEMS CONNECTED WITH THE IMPROVEMENT OF OUR ENVIRONMENT. THE VALDES CO. IS WELL AWARE OF ITS OBLIGATIONS IN CONTROLLING INDUSTRIAL WASTES AND POLLUTION. IF IT IS AGREEABLE, OUR COMPANY WOULD LIKE TO SEND A REPRESENTATIVE TO YOUR SCHOOL AT A MUTUALLY AGREEABLE TIME. THIS RESOURCE PERSON COULD INFORM YOU SPECIFICALLY WHAT THE COMPANY IS DOING TO IMPROVE THE ENVIRONMENT AND DISCUSS THE GENERAL ROLE OF INDUSTRIES IN WORKING TOWARD CLEANER AIR AND PRESERVED RESOURCES. PLEASE CONTACT ME IF SUCH AN ARRANGEMENT WOULD BE OF BENEFIT TO YOUR STUDENTS. SINCERELY, J.S. VALDES, PRESIDENT."

PLEASE EXPLAIN THE LETTER.

MARY LOMBARDI FOUND IT BURIED IN MY MAILBOX. IT HAD BEEN HELD IN THE SCHOOL OFFICE UNTIL TWO WEEKS AGO.

THANK YOU.

YOUR HONOR, THE TONE OF THIS LETTER IS FRIENDLY RATHER THAN ANGRY. IT IS POSSIBLE, I THINK, THAT MR. REESE MISREAD HIS LETTER.

THE DEFENSE PORTRAYS PEGGY AS A TROUBLEMAKER: (MR. MARVIN, SCHOOL BOARD PRESIDENT, IS SPEAKING)

...WE CANNOT HAVE TEACHERS AND STUDENTS BOTHERING LEADING CITIZENS AT WHIM. THIS IS NOT EDUCATION, IT IS MISCHIEF...

AFTER A WEEK, THE TRIAL ENDS.

WE SHOULD HEAR JUDGE MORELAND'S DECISION IN ABOUT SIX WEEKS.

THANKS, PAUL, FOR MAKING A GOOD CASE. LET ME KNOW THE MINUTE YOU HEAR ANYTHING.

PARK

● ON APRIL 12, JUDGE MORELAND ANNOUNCES HER DECISION: ●

...THE COURT IS COMPELLED TO COMMENT THAT NO PERSON'S FREEDOM OF SPEECH CAN BE SO LIGHTLY REGARDED THAT HE STANDS IN JEOPARDY OF DISMISSAL...

...FOR AN ALLEGEDLY CONTROVERSIAL ACTION ARISING FROM AN EAGER BUT DISCIPLINED CLASSROOM. NOR, IN THE COURSE OF ANY HEARING TO DETERMINE CAUSE FOR DISMISSAL, SHOULD A TEACHER BE DENIED...

...THE RIGHT TO A FAIR AND IMPARTIAL HEARING. THE COURT FINDS THESE RIGHTS TO BE EVIDENT: TO CHOOSE A TEACHING METHOD TO SERVE A DEMONSTRATED EDUCATIONAL...

...PURPOSE; NOT TO BE DISCHARGED FOR USING SUCH TECHNIQUES; AND NOT TO BE DENIED DUE PROCESS OF LAW. TEACHERS MUST BE FREE TO USE RESPONSIBLY THE TOOLS OF THEIR TRADE...

...ACCORDINGLY, THE COURT FINDS FOR THE PLAINTIFF AND...

...GRANTS THE REQUEST THAT HER JOB BE REINSTATED AND THAT FULL BACK PAY BE GIVEN HER.

WELL, IT'S BACK TO WORK FOR YOU, PEGGY.

I REALLY WOULD HAVE GIVEN UP BACK AT THE SCHOOL BOARD HEARING EXCEPT FOR YOU TWO...

...AND OF COURSE THE SUPPORT OF MY ASSOCIATIONS AT ALL LEVELS. NOW, SINCE I'M A WAGE-EARNER AGAIN, LUNCH IS ON ME....

● BACK IN SCHOOL ● PEGGY HEARS A CONVERSATION

JOE, YOU SHOULD COME TO THE LAST ASSOCIATION MEETING OF THE YEAR.

LOOK, WHO NEEDS THE ORGANIZATION BIT, ANYWAY?

EXCUSE ME BUT WE ALL DO. IF I SEEM LIKE A CONVERT, THAT IS JUST HOW I FEEL.

SEVEN MONTHS AGO I SAID MUCH THE SAME THING AND THEN I FOUND MYSELF IN A MESS.

PEGGY JUST WENT THROUGH A COURT CASE.

I HEARD ABOUT IT. BUT IT COULDN'T HAPPEN TO ME.

AH, MY EXACT WORDS WHEN MY FRIEND SAID MAYBE I'D NEED NEA SOMEDAY. BUT WHAT HAPPENED TO ME COULD HAPPEN TO YOU. AND WHEN IT DOES...

EVERY TEACHER'S RIGHT TO HIS OR HER OWN CLASSROOM IS ALSO ON TRIAL.

YOU REALLY FEEL THAT WAY?

WITHOUT LOCAL, STATE, AND NEA SUPPORT THOUGH THE DUSHANE FUND, AND SOME GOOD FRIENDS, I WOULDN'T BE BACK TEACHING... HOPE TO SEE YOU AT THE MEETING, JOE.

END

P. LANDRY

NEA
BILL OF TEACHER RIGHTS

The 1973 NEA Representative Assembly gave official approval to the Bill of Teacher Rights. The Bill—made up of a preamble and three articles—appears on these pages.

To help members learn about the Bill, the REPORTER asked NEA Teacher Rights staffer William P. Haubner some questions. The questions, and Haubner's answers, appear directly beneath the parts of the Bill to which they refer.

PREAMBLE

We, the teachers of the United States of America, aware that a free society is dependent upon the education afforded its citizens, affirm the right to freely pursue truth and knowledge.

As an individual, the teacher is entitled to such fundamental rights as dignity, privacy, and respect.

As a citizen, the teacher is entitled to such basic constitutional rights as freedom of religion, speech, assembly, association and political action, and equal protection of the law.

In order to develop and preserve respect for the worth and dignity of man, to provide a climate in which actions develop as a consequence of rational thought, and to insure intellectual freedom, we further affirm that teachers must be free to contribute fully to an educational environment which secures the freedom to teach and the freedom to learn.

Believing that certain rights of teachers derived from these fundamental freedoms must be universally recognized and respected, we proclaim this Bill of Teacher Rights.

Question—What is the Bill of Teacher Rights?

Haubner—In essence, the Bill is a codification or an enumeration of what NEA believes to be the rights of all teachers. The specific items in the Bill are intended to serve as standards so that all those engaged in education—teachers, administrators, school board members, students, parents and other community members—will know the essential freedoms to which we believe all teachers are entitled. Through the full and free exercise of these rights, teachers are free to teach and, more importantly, students are free to learn.

Question—Why is there a need for such a Bill?

Haubner—Teachers have long been treated as second-class citizens. When George Fischer was NEA president a few years ago, he suggested this need to enumerate the rights of teachers—to ensure that teachers knew their rights and that the governmental authorities and school administrators knew them too.

But, there is another, more basic, reason that the Bill was needed. A fundamental precept of our democratic society is the free exchange of ideas. The goal of our educational process should be to create critically thinking human beings who question and through inquiry seek to maintain our priceless human and citizen rights. This can be achieved only in an environment which not only espouses the democratic principles but which accords them to teachers and students. If teachers are denied their rights—if they cannot practice in a democratic atmosphere—then their teaching becomes hypocrisy. They are saying in effect, "I'm teaching democracy, but I can't practice democracy, and I am not accorded the right of citizenship in a democracy." In essence, teachers must have academic freedom if they are to promote effective learning and concentrate on their professional tasks. Students will learn only to the degree that the environment nurtures such activity.

Question—Why does the Bill not outline the constitutional rights of teachers as individuals in our society?

Haubner—At one stage in drafting the Bill, we went to great lengths to outline these individual rights. We soon realized that there is no better way these rights can be written than as they are in the Bill of Rights of the United States. So, here in the preamble, we state unequivocally that the teacher is entitled to "such basic rights as freedom of religion, speech, assembly, association and political action, and equal protection of the law."

Question—In effect, then, this document covers—at least by implication—all rights of teachers?

Haubner—This Bill is not "perfect" any more than the Federal Bill of Rights is "perfect." I think we will find that we may need to add additional rights at some time, and certainly we will need to modify some of the language. I think it is worth noting, though, that we cataloged and indexed over 400 individual rights of teachers while working on this document. We now think that if you were to come up with a specific right, we could find general language in the Bill which would incorporate such a right.

Question—What force does the Bill of Teacher Rights have—what legal status?

Haubner—The Bill has no legal standing. It is not a set of laws. However, let me hasten to add that there is not a single right in this document that is not presently being enjoyed by a teacher some place in the nation, either through a constitutional provision, statute, law, governmental policy, rule or regulation, or under the terms and conditions of a negotiated agreement.

The Bill has now been endorsed by the NEA and is agreed-upon policy. Under this policy, NEA and its state and local affiliates can unify their efforts for the protection of these rights. In many instances we have had to go to court to secure certain rights. Unfortunately, this has been the best or only recourse in certain instances. However, resort to the courts is both costly and time-consuming.

These rights can best be established, maintained, and protected through enactment of state law, and statutes and by incorporation of language into negotiated agreements between school boards and associations which specifies the rights and an effective means to obtain redress in the event of the denial of such a right.

ARTICLE I Rights as a Professional

As a member of the teaching profession, the individual teacher has the right:

Section 1. To be licensed under professional and ethical standards established, maintained, and enforced by the profession.

Section 2. To maintain and improve professional competence.

Section 3. To exercise professional judgment in presenting, interpreting, and criticizing information and ideas, including controversial issues.

Section 4. To influence effectively the formulation of policies and procedures which affect ones professional services, including curriculum, teaching materials, methods of instruction, and school-community relations.

Section 5. To exercise professional judgment in the use of teaching methods and materials appropriate to the needs, interests, capacities, and the linguistic and cultural background of each student.

Section 6. To safeguard information obtained in the course of professional service.

Section 7. To work in an atmosphere conducive to learning, including the use of reasonable means to preserve the learning environment and to protect the health and safety of students, oneself, and others.

Section 8. To express publicly views on matters affecting education.

Section 9. To attend and address a governing body and be afforded access to its minutes when official action may affect ones professional concerns.

Question—The first section of this article says that the teacher has the right "to be licensed under professional and ethical standards established, maintained, and enforced by the profession." Does this mean the Bill is calling for standards boards?

Haubner—What this section is saying is that teaching is truly a profession. An essential precept of a profession is that the practitioners have control over who enters the profession. If we cannot control who comes into the profession, we cannot, nor should we attempt to, enforce such standards. What is being advocated is the idea that the profession should have an effective voice in deciding the prerequisites of a good teacher, what must teachers know, what will they be taught, who is qualified to be a teacher, how does one enter the profession.

Question—Section 2 refers to "maintaining and improving professional competence." In what sense is that a right?

Haubner—The thinking here is that a professional teacher maintains competence both as to how to teach and what to teach. This is done best through continuing professional education and training. The profession can create the design for such a function, but the school board has a responsibility to afford the teacher the opportunity to take sabbatical leave, to have in-service training, to participate in workshops and other learning experiences. Teachers should not be required to fully subsidize their improvement. Professional improvement is a never-ending function which can best occur only when this right is fully recognized.

Question—Sections 3 and 5 both refer to "exercising judgment." What is involved in this?

Haubner—Section 3 and section 5 work hand in hand. We are saying that the teacher should be permitted to exercise professional judgment in selecting the material required, and then to decide how best to present that material, considering the background, capacity needs, and interests of the student.

Only through the full and free exercise of these rights can we give full force and effect to the concepts of freedom to learn and freedom to teach.

Question—Section 9 states a right "to attend and address a gover body." What does "governing body" mean in this context?

Haubner—When we talk of a governing body, we are talking at those governmental agencies, state legislatures, boards of educatio local school boards, and the like. We are getting at the right of a teacher to have access to public records of meetings and the right to attend public meetings. We believe that government is public and subject to scrutiny and criticism in such a manner as permit and indeed encourage the input of teachers as professiona as citizens.

M-NEA: A BOLD STEP FORWARD FOR MISSOURI'S TEACHERS

"SOMETHING BETTER"— MORE THAN A SLOGAN

Two words sum up what teachers in Missouri today are demanding:

Something Better.

Something Better means teachers making the kinds of decisions that affect what happens in the classroom.

Something Better means teachers exerting influence on the Legislature for education reform.

Something Better means teachers sharing authority with boards of education.

Something Better means restoring public confidence in our schools.

Something Better means bringing an end to unfair employment practices.

Something Better means using effectively our national, state, and local resources to improve education.

Something Better means everyone supporting a professional association that responds to the needs of its members.

Something Better means organizing the profession on all levels to achieve priority status for education.

Something Better means you *joining the Missouri-National Education Association.*

THE CHOICE WAS CLEAR: SURVIVE AS A PROFESSION OR LANGUISH AS PUBLIC SERVANTS

On March 11, 1973, the Executive Committee of the National Education Association ended the affiliate status of the Missouri State Teachers Association. The notice of termination was communicated by NEA President Catharine Barrett to Georgia Calton, MSTA President, on March 12. Four days later the Missouri-National Education Association, created by teachers from throughout the state, entered the United Teaching Profession as the fortieth unified state.

The decision of the Executive Committee, without parallel in the history of the NEA, was proper and in complete accord with its authority "to censure, suspend or expel . . . an affiliate pursuant to procedures adopted by the Representative Assembly," (Article V, Section 3 (c) of the NEA Bylaws).

To thousands of teachers in Missouri the issue was more than merely legalistic. Over a period of years leaders within the MSTA willfully chose to isolate themselves and 50,000 members from full participation in the teaching profession.

The issue had at last narrowed to one central question: Could the teaching profession itself survive in Missouri without the support and aid of a strong state association—one which was committed in action, as well as in principle, to protecting the interests of the profession and advancing the cause for better education?

The teaching profession could not survive, these teachers reasoned, unless bold new approaches to tackling the problems of education could be advanced and championed, not just in a few towns and cities, but across the entire state.

There was no strong voice for teachers echoing through the halls of the Legislative Assembly, and the voice needed to be heard as though a torrent. The rights of teachers were never as clearly defined as their responsibilities, and those responsibilities increased from year to year. Professional self-determination meant determination of the teacher's role by non-professionals.

The public had little awareness of the profession nor of the needs of the profession because those needs were not being advocated by the profession in Missouri.

Teachers had virtually no influence on those who made political decisions. There were always too few dollars, too many arbitrary rules, and too many people making decisions that should have been made by the teacher. The survival and growth of a United Teaching Profession was at stake.

On March 16, 1973, teachers of Missouri declared their independence from the Missouri State Teachers Association and formed the Missouri-National Education Association around principles of participatory democracy and with the avowed purpose of protecting the profession and improving public education.

"When a profession starts to govern itself, then it is in a position to negotiate; it is in a position to get responsibility; and then it can be held accountable. But under the existing circumstances, any teacher who would accept accountability is a damn fool!"—James W. Becker

MISSOURI-NEA CHARTS GOALS

The Missouri-National Education Association was founded on the premise of serving to assist individuals and their local associations to find solutions to their problems. The goals of the M-NEA are consistent with those of the United Teaching Profession:

- AN INDEPENDENT UNITED TEACHING ORGANIZATION
- PROFESSIONAL EXCELLENCE
- ECONOMIC SECURITY FOR ALL EDUCATORS
- ADEQUATE FINANCING FOR PUBLIC EDUCATION
- HUMAN AND CIVIL RIGHTS IN EDUCATION
- LEADERSHIP IN SOLVING SOCIAL PROBLEMS

To realize these goals wherever they must be achieved, Missouri-NEA will advocate for its members at the local, state, and national levels of government.

"So much lip service is paid to the notion that the classroom teacher is the most important person in the educational process while in reality, the teacher is encouraged to leave the classroom by means of promotion, higher pay, and status. In fact, when a male teacher says he plans to stay in the class he is viewed with curiosity! If we really are that important shouldn't we have a real voice in school policy, the curriculum, and the running of the school? Shouldn't the present trend be reversed?"—William J. Cirone

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PAT O'BRIEN: TEACHER LEADER ON THE GO

Mrs. Pat O'Brien has had but little time to call her own since assuming the leadership of the Missouri-NEA last March. She has been on a whirlwind tour of the state, visiting close-up with teachers and association leaders interested in learning about their new NEA state affiliate.

As Organizing Committee Chairperson, Mrs. O'Brien presides at the monthly meetings of the Committee and also chairs the Legislative Council sessions which convene at least three times a year in Jefferson City. The Legislative Council is composed of delegates chosen by the unified locals and M-NEA regions and is the principal policy-making body of the Association.

Mrs. O'Brien frequently shows up at the same place with M-NEA Executive Director Bruce Ambs to speak before teacher groups. When her time is not taken up by Association

business, she tends to her other role as Missouri's representative on the NEA Board of Directors.

"We have so many good things going for teachers in Missouri at last, that this is really a full-time job," Pat said. The Crystal City teacher is compensated by M-NEA for her services away from the classroom this year.

"CONFRONTING EDUCATIONAL ISSUES" TOPIC OF FIRST MISSOURI-NEA CONFERENCE

The Missouri-National Education Association proudly announces its First Annual Conference for Missouri teachers. The two-day state meeting will be held in St. Louis, November 8-9.

The format of the Conference is structured around the theme "M-NEA: Confronting Educational Issues," and consists mainly of a series of mini-conferences and workshop sessions.

All Missouri teachers are invited to attend and participate in the two-day meeting, according to Harold Austin, Conference Committee Chairman. "Teachers can become change agents for a better society, and never before have teachers been faced with so many challenges. This conference should help teachers re-define their roles by engaging in a re-examination of the teacher's place in society," Austin said.

The Conference planning followed a decision by M-NEA delegates to the May Legislative Council to assemble a different kind of program than the traditional two-day convention as had been the practice in the past. A Conference Committee composed of teachers began to identify the educational issues during the summer, and the offerings will reflect the wishes and desires of teacher input received from around the state.

The Confronting Educational Issues Conference will be decentralized with sessions in four broad professional areas: Instruction, Political Action, Human Relations, and Organizational Skills.

Austin and other M-NEA leaders contend that this is a **first** state-wide professional conference for Missouri educators; a first in that teachers will have a real opportunity to examine the issues confronting education today, analyze and make recommendations for action on the part of the United Teaching Profession in Missouri.

The workshop sessions and mini-conference offerings will provide an open forum for teachers to express their views on the issues as they see them. The planners of the Conference hope that teachers will respond to this opportunity to grow professionally.

Professionally oriented teacher advocacy action can make the difference in Missouri.

More information on the Educational Issues Conference will be announced in an edition of the "Something Better" newspaper and in special brochures and fliers.

"The teachers started with question marks, rather than fixed rules, and if any answers have been reached, it is the teachers in the school who have supplied them."—John Dewey

THE UNITED TEACHING PROFESSION WANTS TO JOIN YOU

HERE'S HOW

Clip out and fill in the membership form below. Please give all of the information requested so that your application will be processed properly.

Enclose your check for $41 ($16 M-NEA and $25 NEA, or other amount if an NEA Life pay member) and mail to:

Missouri-NEA
1304 Southwest Blvd.
Jefferson City, Missouri 65101

(Note: If there is an active M-NEA local association in your district, add the amount of local dues to the $41 and give check and application to a leader of your new M-NEA local.)

1973-74 Membership Application United Teaching Profession

Serviced by the Missouri-National Education Association
1304 Southwest Boulevard, Jefferson City, Missouri 65101

PLEASE PRINT CLEARLY

Title
Check One
☐ Mr. 1
☐ Mrs. 2
☐ Miss 3
☐ Ms 4
☐ Dr 5
☐ Jr 6
☐ Sr 7
☐ III 8
☐ Other 9

SOCIAL SECURITY NO. ___ - ___ - ___ ☒

NAME (LAST NAME, COMMA, SPACE, FIRST NAME, SPACE, MIDDLE INITIAL)

ADDRESS

CITY | **STATE** | **ZIP** ☒

HOME PHONE # AREA CODE | **PREFIX (NUMERIC)** | ☒

LOCAL ASSOCIATION

SCHOOL BLDG. NAME (OR AGENCY)

☐ **Membership in the United Teaching Profession**

Complete the following by entering the proper data which is found below.

.....Position
.....Position Level
.....NEA Membership Type
.....NEA Life Amounts (Applicable only to present NEA life members)
.....NEA Life Pay Type
Total Amount of Dues ....
.....
(.....Amt. of Local Dues)

☐ Check here if you are a continuing Member through your local Association

☐.....By Payroll Deduction ☐.....By Cash ..... Date of Enrollment .....
Signature

POSITION
(Write the number in space on form.)

01 Classroom teacher/faculty
05 Counselor
10 Librarian
15 Nurse
20 Assistant or Vice Principal
21 Principal
30 Supervisor
35 Assistant or Associate Superintendent
36 Superintendent
50 Administrator

STUDENT

81 Freshman
82 Sophomore
83 Junior
84 Senior
85 Post-Graduate
90 Association Staff
99 Other

POSITION LEVEL
(Write the number in space on form.)

1 Kindergarten
2 Elementary
3 Secondary
4 Junior/Community College (2 year)
5 College/University (4 year)
6 Adult Education
9 Other/Unknown or student

NEA MEMBERSHIP TYPE
(Write the number in space on form.)

10 Active (pays $25 annually; not life)
20 Associate (pays $25 annually)
25 Education Secretary ($10)
30 Life-Active (See NEA Life Amount)
32 Life-Associate
40 Reserved ($12.50)
45 Auxiliary ($10)
50 Retired ($2)
60 Student ($2)

NEA LIFE AMOUNT
(To be used when NEA Membership Type is #30 or #32. If not applicable, leave blank.)

0 Paid in full (enter as 0. Do not leave blank.)
1 $25
2 $33
3 $55

NEA LIFE PAY TYPE
(To be used when NEA Membership Type is #30 or #32. If not applicable, leave blank.)

U Unknown
C Cash (Money forwarded with membership form)
P Payroll Deduction
X Individual handles it

"Today is a new dawn for Missouri education. The National Education Association, the nation's largest and most effective organizer of teacher power, has removed the state of Missouri's most effective obstacle to quality education—the Missouri State Teachers Association—from the ranks of the United Teaching Profession.

"Sometime ago, in hope and prayer that the NEA would take this courageous stand, teachers from all areas of Missouri convened in Columbia to form a new state organization."

—Mrs. Pat O'Brien, M-NEA Organizing Committee Chairperson
March 16, 1973

C

M-NEA INSURANCE MAKING INROADS

The Special Services program of the Missouri-National Education Association is moving ahead with full steam, especially in the area of complete insurance protection for members of the profession. After careful scrutiny the Organizing Committee selected two excellent carriers to sponsor a variety of programs uniquely designed to match teacher needs and budgets.

"M-NEA is not an insurance company and we want to make that perfectly clear to everyone," says Bruce Ambs, Executive Director. "But we also realize that adequate coverage in all areas is an important factor for the individual teacher. M-NEA has endorsed companies with proven records of reliability and honesty."

M-NEA endorsed programs are offered through Blue Cross-Blue Shield of Missouri and the American Fidelity Assurance Company of Oklahoma City. Both carriers have specialized experience in underwriting programs for groups, and teacher groups in particular.

The statewide school program designed at M-NEA's request by Blue Cross-Blue Shield offers teachers a board paid plan of hospital and major medical benefits unmatched in scope by any other carrier. Dependents coverage is also available for an additional low premium. So long as any insurance program is a board-paid fringe benefit, membership in any organization is not required.

American Fidelity is offering teachers a comprehensive line of insurance programs including: a salary protector, term life, group life, auto, homeowners, and tax sheltered annuities. Rate comparisons between the American Fidelity programs and those available from other carriers have pleasantly surprised many teachers.

Representatives of both Blue Cross-Blue Shield and American Fidelity will visit schools upon request or meet with teacher associations eager to learn more about their programs. More information can be acquired by calling the following numbers: Blue Cross-Blue Shield:

Kansas City: (816) 756-2400
St. Louis: (314) 241-1800

American Fidelity Assurance Company:

Kansas City: (816) 761-4457
Columbia: (314) 443-8458
St. Louis: (314) 878-0505

UTP leaders receive intensive training in organizational skills for the improvement of the profession.

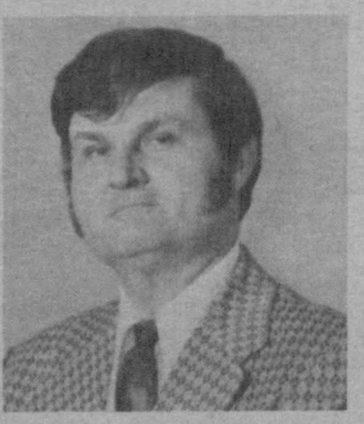
STAFF SERVICES, EXPERTISE WORKING FOR TEACHERS

Members of the United Teaching Profession in Missouri draw upon a network of skilled professional staff members to help them develop programs for implementation at the local level.

Guiding the overall efforts of the UTP staff in the first full year of M-NEA service to teachers is Bruce Ambs, Executive Director. Ambs, who came to Missouri from the Michigan Education Association, where he served as a UniServ Regional Coordinator, firmly believes that staff must be accessible to the members.

Ambs is responsible for implementation of the association's full service program which includes assistance in negotiations, public relations, legal defense, legislation and political action, and programs designed to improve curriculum and instruction. Working with him are several staff members who have years of experience working with and for Missouri teachers.

M-NEA Legislative Director Dennis Barnum operates out of the association's headquarters in Jefferson City where the focus is on legislative reform to update education and immediate access is available to other state agencies who have an impact on public education, such as the Department of Education. Barnum also serves as consultant to M-NEA



Bruce Ambs

Dennis Barnum

M-NEA HEADQUARTERS STAFF

PAC (Political Action Committee) and the association's Legislative Committee. A key priority will be working toward enactment of a collective bargaining law to achieve equity between teachers and boards of education.

Two UTP staff members are on duty in St. Louis. Michael Bingman, Executive Director of the St. Louis Teachers Association, and Ted Bynum, Teachers Rights and Responsibilities Specialist, bring the services of the United Teaching Profession to the city's more than 4,000 teachers.

In the densely populated suburban St. Louis area four UniServ Executive Directors coordinate the NEA and M-NEA programs with local associations in more than twenty school districts. They are: (Mrs.) Patricia Gladson, Eskel Norbeck, Thomas Reel, and Laurence Sokol. St. Louis Suburban Teachers Association's Executive Director James A. Groetsch administers the service program of that association.

In the Kansas City metropolitan area, UniServ Executive Director James Kirkham brings UTP services and programs to teachers on the western side of the state. Kirkham is a former member of the Missouri State Teachers Association.

Wherever M-NEA locals exist, and members of the United Teaching Profession reside, professional staff will be on hand to work with teachers who want to exercise greater control over their own affairs and gain professional autonomy.

ARTICLE II Rights an an Employee

As an employee, the individual teacher has the right:
Section 1. To seek and be fairly considered for any position commensurate with ones qualifications.
Section 2. To retain employment following entrance into the profession in the absence of a showing of just cause for dismissal or non-renewal through fair and impartial proceedings.
Section 3. To be fully informed, in writing, of rules, regulations, terms, and conditions affecting ones employment.
Section 4. To have conditions of employment in which health, security, and property are adequately protected.
Section 5. To influence effectively the development and application of evaluation procedures.
Section 6. To have access to written evaluations, to have documents placed in ones personnel file to rebut derogatory information and to have removed false or unfair material through a clearly defined process.
Section 7. To be free from arbitrary, capricious, or discriminatory actions affecting the terms and conditions of employment.
Section 8. To be advised promptly in writing of the specific reasons for any actions which might affect ones employment.
Section 9. To be afforded due process through the fair and impartial hearing of grievances, including binding arbitration as a means of resolving disputes.
Section 10. To be free from interference to form, join, or assist employee organizations, to negotiate collectively through representatives of ones own choosing, and to engage in other concerted activities for the purpose of professional negotiations or other mutual aid or protection.
Section 11. To withdraw services collectively when reasonable procedures to resolve impasse have been exhausted.

Question—Section 2 talks of the teacher's right "to retain employment." Is this referring to tenure?

Haubner—Actually, what we are talking about here is much broader than tenure. What we are saying—and this is reflected in NEA litigation for nontenured teachers—is that once an individual has been determined to be competent and proficient, and has been engaged to teach, that the only way to remove that teacher would be for just cause through due process. If you call that "tenure," I'll agree with it, but what we are trying to do is to expand the rights generally incorporated in a tenure law—which are usually some form of due process rights—and say that they should apply to every teacher from the first day of employment.

Question—Section 5 of this article deals with the right "to influenee effectively the development and application of evaluation procedures." What does this mean?

Haubner—This section recognizes that teachers are evaluated every day. Administrative actions are taken—transfers, promotions, reassignments, demotions—based upon evaluations. Now most often that evaluation is done unilaterally and subjectively by school administrators. They then take an adverse action against the teacher. Seldom is such a process designed by administrators to improve teaching competency or to improve learning.

What we are saying is that teachers, by virtue of their professional status, are best able to define the criteria used in evaluating their performance, that they are best able to diagnose teaching strengths and weaknesses and are then best able to recommend how improvement can be effectively achieved. All of this requires teacher involvement and application.

Question—The key word here, in this section, then, is "effectively." What would you say was an "effective" way of influencing?

Haubner—I think the test of the pudding is in the eating. By "effectively influencing" we don't mean the traditional "meet and confer" type of activity that goes on all too often. We insist upon the right of a teacher to have fair consideration given to his input.

Question—Section 7 speaks of the right of an employee "to be free from arbitrary, capricious, or discriminatory actions affecting the terms and conditions of employment." Please expand on this.

Haubner—The preponderance of the cases involving a violation of teacher rights falls into this area. School boards are a governmental agency backed by the power of the state. When one stops to think about it, the power of the state is awesome. Many of the actions it takes are not reasonable. They are not substantiated in terms of fairness or reasonableness and they are taken without any of the due process considerations which are the hallmark of our democratic system of justice.

Government must be fair and reasonable when a teacher's professional standing and livelihood is in jeopardy. The government must *hear* before it condemns. *Innocence* is a presumption. *Guilt* must be proven. The rule of law is enforceable equally against the government body. To permit arbitrary, capricious, or discriminatory acts is to reinstate the inquisition.

Question—The very last section in Article II talks about withholding services collectively. I assume that this means to strike?

Haubner—Yes, it is the right to strike. There are many situations where teachers could reasonably withdraw their services as a final means of protest, having exhausted other remedies that might be available to them.

When we speak of withdrawal of services, we need to look at the "root causes," not merely the act itself. The need for such a right is much broader than the usual economic considerations of a strike. Withholding of services might, for instance, involve action taken by the association when teachers are ordered or directed to do something known to be inherently wrong morally, legally, or professionally; or which takes away or violates the rights of others, or endangers the health, safety, or welfare of teachers or students.

ARTICLE III Rights in an Organization

As an individual member of an employee organization, the teacher has the right:
Section 1. To acquire membership in employee organizations based upon reasonable standards equally applied.
Section 2. To have equal opportunity to participate freely in the affairs and governance of the organization.
Section 3. To have freedom of expression, both within and outside the organization.
Section 4. To vote for organization officers, either directly or through delegate bodies, in fair elections.
Section 5. To stand for and hold office subject only to fair qualifications uniformly applied.
Section 6. To be fairly represented by the organization in all matters.
Section 7. To be provided periodic reports of the affairs. and conduct of business of the organization.
Section 8. To be provided detailed and accurate financial records, audited and reported at least annually.
Section 9. To be free from arbitrary disciplinary action or threat of such action by the organization.
Section 10. To be afforded due process by the organization in a disciplinary action.

Question—In section 4 of this article, there is a reference to voting rights within associations. Why doesn't it call for a secret ballot?

Haubner—The section talks about "fair elections." Within the concept of fair elections we would include the secret ballot. Fair elections has an even broader definition. Fair elections also includes notification to the member, in advance, of who is going to be running for office. It includes voting procedures—by mail ballot, for example, to ensure that all members have the opportunity to vote. Fair elections would also involve some advance notice of the election, the date, time, and place.

Question—Section 5 talks of the right "to stand for and hold office subject only to fair qualifications uniformly applied." Is this wording similar to that used in labor law?

Haubner—Yes. Everything here in Article III is a reiteration, or a slight expansion of, the rights outlined in the Labor-Management Reporting and Disclosure Act (LMRDA). This law gives individuals in the private sector the right to belong to organizations and describes the requirements of labor organizations in conducting their affairs. Certainly teachers should enjoy the same basic rights as do those persons belonging to other organizations.

Question—Section 6 speaks of the right "to be fairly represented by the organization in all matters." What is meant here?

Haubner—Here we are talking about the requirement of the association to truly represent *all* the members. When teachers join an organization, they have expectations that the organization will promote certain goals designed to improve the member welfare, professional status or achieve some other worthwhile purpose. The mandates for action are directed by the members. This places the obligation on the elected representatives.

In some 30 states now, we have some kind of collective bargaining law for teachers. Most of the time this means the association is the exclusive representative of the teacher. (The organization speaks and acts on behalf of the individual member.) The obligation to represent the member is multiplied. Fair representation becomes critical within the organization just as fair representation is important in our representative form of government.

Question—In section 9, when it mentions "arbitrary disciplinary action or threat of such action," does this refer to action by the association?

Haubner—Yes. Associations have traditionally taken disciplinary action against members. For example, NEA requires its members to adhere to the Code of Ethics and can suspend members for failure to do so. The newly adopted Constitution and Bylaws establishes a Review Board with powers to discipline members for sufficient cause and to impeach the officers of the association.

What Section 9 is getting at is the right of the member to be protected against arbitrary disciplinary action. Just as we spelled out fairness and due process requirements for governmental agencies, so too we have the same rights as individuals within our association.

As in many other cases, we are talking about procedures. It is often the absence of an adequate, fair procedure that causes or allows arbitrary disciplinary acts to occur.

NEA TEAM STUDIES RED CHINA SCHOOLS

LOS ANGELES—A team of NEA educators recently arrived here after a three-week study tour of the Peoples Republic of China. NEA delegates were: Donald E. Morrison, an NEA past president who teaches in San Diego; NEA President-Elect James A. Harris, a Des Moines teacher; David Almada, chairman of the NEA Chicano caucus and a teacher in the Los Angeles area; Paul A. Tanaka, chairman of the NEA Asian caucus and a Tacoma, Washington, teacher; Marjorie Carter, a curriculum coordinator from Syracuse, New York; and Irma Kramer, an NEA staff assistant for governance from Chevy Chase, Maryland.

The NEA REPORTER *interviewed team members when they arrived here.*

Question—Did the team members actually visit schools in Red China?

Morrison—Yes. Although the schools were not in regular session—it was summertime—we were able to see a great number of activities. All of the schools—the primary, the middle schools, and the universities—had some classes. What we saw, of course, were well-orchestrated presentations—model schools in a sense. But we did see a cross section of Chinese schooling.

Question—In what cities did you visit schools?

Morrison—We visited schools or universities, or talked with teachers, in Canton, Peking, Sian, Nanking, and Shanghai.

Question—How does Chinese schooling seem to differ from American?

Morrison—One thing that struck me was that it is highly politicized at all levels. In the first five years, along with language and mathematics, the children learn the politics of the revolution. They are told that the major purpose of schooling is to train successors in the revolutionary movement.

Question—How extensive is this political emphasis?

Morrison—It permeates the whole system. From the nursery school right through, they are learning political science and moral lessons based on Mao's thought. For example, in the teaching of history, the subject is taught in terms of Marxism, so therefore they study history in terms of the class struggle.

Kramer—I thought it interesting, in comparing U.S. and Chinese schooling, that they are trying, as we are, to involve parents in the schools and to emphasize the importance of relating theory to practice. They have incorporated in the curriculum a requirement of productive labor at all levels beginning with second grade. Every student must work in a factory or do agricultural work for a given period of time.

Almada—The thing I saw as the driving force behind Chinese education is the commitment everyone demonstrated. As students, as people, they seem committed to the improvement of their nation. I think they do mean to create what they call revolutionary successors, and I think that in that sense they are doing a good job. Because from the smallest kids that we saw in the elementary schools, they do definitely have a purpose.

Question—Is it possible that because you were seeing selected schools, you overestimate the extent of this motivation?

Almada—I don't think so. I feel that we could have visited a hundred more schools and they all would have had the same basic philosophy. They are very serious in carrying out the ideology that's in their slogans.

For example, they have few discipline problems because the students are committed to working with the teachers together in a kind of partnership to make sure that the country moves forward.

Question—How extensive is Chinese education?

Tanaka—We were told that the literacy rate is now high—that a large part of the population could read well enough to understand the newspapers that are posted on boards everywhere.

Carter—And another thing, they are educating even the peasants. There are evening classes for adults in some rural areas, so they are trying to educate the entire nation, not just the children. There are large posters all over showing workers with a book, as an attempt to promote reading. And we saw kids sitting along the curbs reading books.

Another sign of how they are trying to educate all the people is the institute for minorities in Peking. Minorities in China are Mongolians, the Wei, and others from the more remote areas. They are being brought in and taught Mandarin Chinese, so they know their own language plus Mandarin. Then they go back to their province and teach there.

Tanaka—They are also trying to make cultural events—operas, for example—available to all the people. And they have a lot of athletic events—gymnastics, dancing, table tennis, volley ball, basketball, soccer. It is part of a constant program of physical fitness. As I saw it they have a three-part program: to develop the people morally, intellectually, and physically. And they stress this over and over.

Question—Did you talk with the leaders of teacher organizations?

Harris—Teacher organization is virtually dead in China. There is an organization but it influences little other than some cultural activities for teachers. It seems to have no influence on working conditions or anything of that nature.

Question—Are teachers all paid the same?

Harris—No. There are salary differentials somewhat based on experience and job assignment, but the greater difference in salary is tied to the teaching level. Those teaching at the primary level are paid less, those on higher education levels are receiving the highest pay. The difference is probably tied to the level of preparation.

Question—Did you invite Chinese teachers to visit the U.S.?

Harris—We did on several occasions say that we would be pleased to have an exchange of delegations. As a matter of fact, in one case we gave them a written statement which implied an invitation.

Morrison—There should be many more visits of Americans teachers to China, arranged through NEA, and we hope these would be reciprocated.

NEA President-Elect James Harris (seated, right) samples art techniques in Nanking's middle school.

The U.S. educators—with interpreters and members of the host committee—pose in Tien An Min Square in Peking.

EDUCATION FOR PEACE

U.S. delegates at world teachers assembly

NAIROBI, KENYA—"The public, teachers, and students are ripe for drastic reforms in education in order to foster the development of human rights for all people in a peaceful and worldwide society," NEA President Helen Wise told educators here for the 1973 Assembly of Delegates of the World Confederation of Organizations of the Teaching Profession.

She headed the American delegation to the Assembly and presented NEA's response to the theme, "Education for Peace."

"We in the National Education Association have a proprietary interest in the theme," Wise told the educators. "During World War II, the teachers of the United States, under the leadership of the National Education Association, set up a war and peace fund to build a solid peace after the war, if possible.

"The National Education Association thought there were two things to be done. First, that there should be a definite place in the new United Nations for a commitment to educational cooperation. This had not occurred in the old League of Nations, where education was not mentioned. Second, that there should be established an agency to be called the International Office of Education, to share the knowledge of education among all the governments and all the peoples of the earth, and to provide a vehicle to promote the cause of mutual understanding and world peace.

"These two major activities were carried out by the National Education Association and its leaders with funds provided by the teachers of the United States with the special war and peace fund, and through regular appropriations from the budget of the National Education Association. That farsighted leadership of the NEA never wavered in the support and understanding of what had to be done.

"All of us know that while the old League of Nations had decided to do nothing whatsoever with education, the cause of education is mentioned no less than nine times in the United Nations Charter adopted in San Francisco, and it was through the influence and leadership of the teachers of the United States through the National Education Association that education is mentioned in the UN Charter. The NEA was represented at the birth of the United Nations, as a consultant to the U.S. delegation.

"The NEA, as a second point," Wise said, "wanted an international office of education to share knowledge and to promote the cause of understanding and peace. But it became something fancier—we now call it UNESCO—and it was very largely due to the persistent promotion of the leadership of the National Education Association that we now have UNESCO."

President Wise told the world delegation of NEA's preparation for Education for Peace: "The NEA is preparing for our 200th anniversary of the American Declaration of Independence by launching a massive effort to educate for peace. . . . It is a great challenge, but not an impossible one."

"We have a great opportunity as teachers to pave the way so that future generations can live in peace and in dignity," she concluded.

Later during the meeting, President Wise was elected to the WCTOP executive committee for a two-year term. She received 99 percent of the votes cast.

The WCOTP Assembly met here in the New Kenyatta Conference Center. The delegates represented two constituent, five international, and over 100 national and associated organizations of teachers.

The United States delegation of 78 persons included NEA Executive Secretary Terry Herndon, immediate past president Catharine Barrett, members of the NEA Board of Directors, a Student NEA representative, presidents and vice-presidents of state associations, and representatives of affiliated organizations.

Twenty-eight associations, including NEA, presented working papers on the theme. Many of the associations raised the problems of the formation of social structures leading to peace, including an active educational process with the possibility of social criticism. Teachers face the general problem of balancing participation in social change and respect for established codes and laws, they said. And they recognized the problems of economic pressures against education for peace and of military priorities in government spending.

WCOTP Secretary General John Thompson introduced the theme of seminar on "The Right of Negotiation and the Problems of the Public Sector." He noted that two International Labor Organization conventions on the rights of organizing and collective bargaining are still denied to teachers in several countries. (The U.S. has not adopted these conventions.)

Assembly resolutions stressed peace as a global responsibility of individuals, groups, and governmental and international institutions. Educational institutions have a special responsibility to harmonize individuals and groups within the institutions and to encourage school-community relations, delegates said.

The final business of the Assembly was introduction to the theme of next year's meeting in Singapore: "Pressures for Educational Change—Their Implications for Teachers and Teacher Organizations."

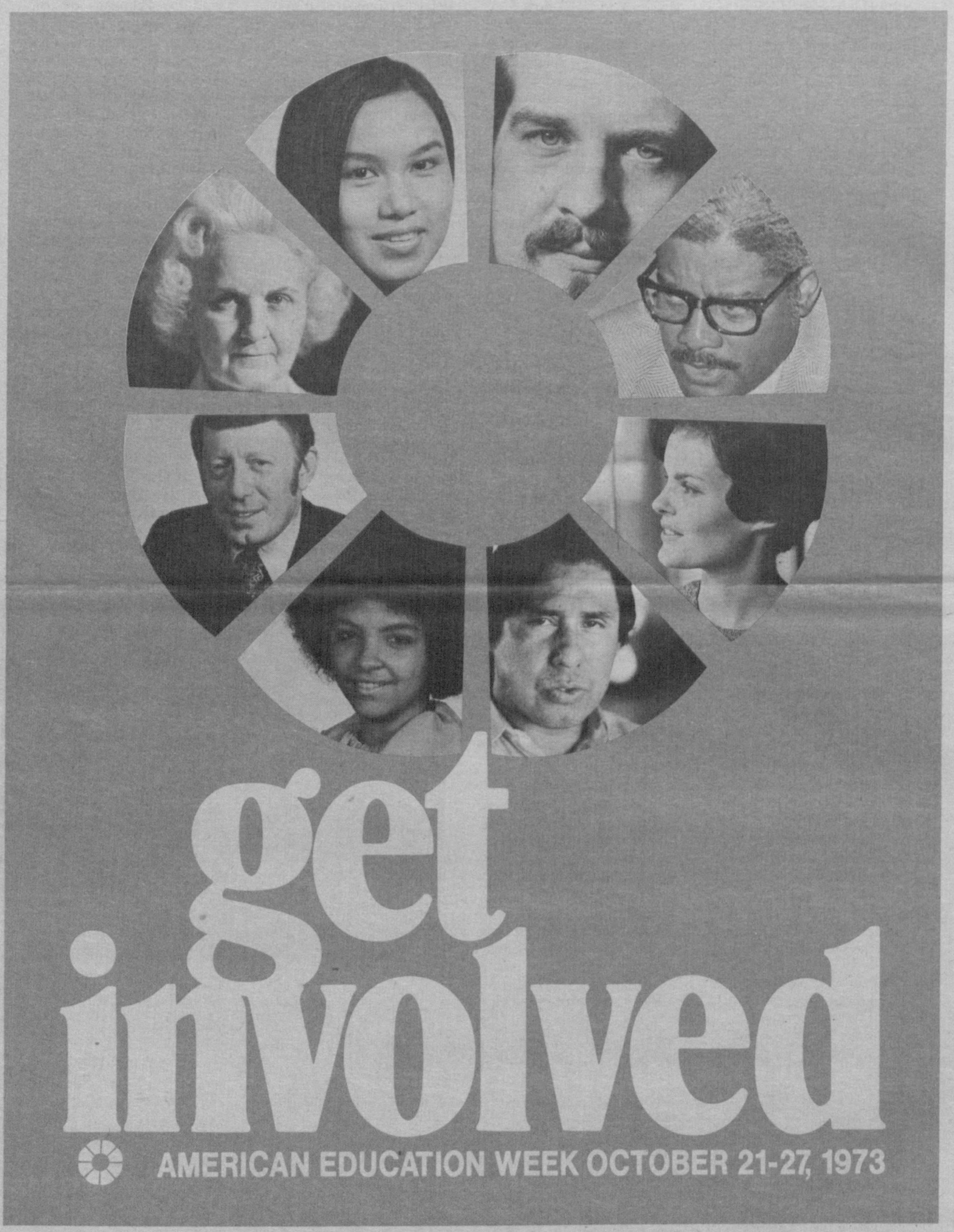
WCOTP will hold its 25th annual assembly in the United States in 1976.

"We have a great opportunity as teachers to pave the way so that future generations can live in peace and dignity," NEA President Wise tells the WCOTP Assembly.

The United States delegation to the world assembly poses in Kenya. Front center (with African staff) is NEA Executive Secretary Terry Herndon and (by his side) NEA President Helen Wise.

POST THIS PAGE IN YOUR SCHOOL

Parents and other citizens throughout the nation will visit schools during American Education Week. Display this poster—it will help remind everyone of this annual event.

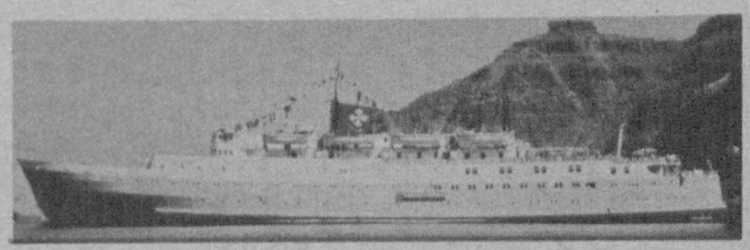


NEA CHRISTMAS TOURS FILLING RAPIDLY

There's still time to reserve space on one of NEA's holiday fun tours. For the best gift you could give your family, sign up now for one of the special "fly and sail" groups described below.

***MEDITERRANEAN PORTS AT CHRISTMAS** (XCM) Fly and Sail!
Dates: 12/22/73—12/31/73
Prices: $495 + 10% tax/service from New York; same price + $97 domestic airfare from Chicago; and $830 + $50 tax/service from San Francisco. All-inclusive price includes round-trip jet flight, cruise, transfers, meals, and U.S. and Greek departure taxes.
Meals: All meals included.
Accommodations: Staterooms with private facilities, air-conditioning, telephones, wall-to-wall carpeting, individual controls for music, etc., based on double-occupancy. Single cabins are $50 additional. Eight deluxe cabins available also at an additional $50 per person.
Features: Round-trip chartered World Airways 747 jet New York to Athens, Greece. Eight-day cruise aboard the NEA-chartered, luxurious, brand-new (commissioned May 5, 1973) 16,000 ton TTS ATLAS. Ports of call include Izmir, Turkey; Beirut, Lebanon; and Haifa, Israel. Optional sightseeing shore excursions available at added cost to Pergamum and Ephesus (from Izmir); to magnificent Baalbeck (from Beirut); and two full-day trips to Nazareth and Galilee and Jerusalem, Jericho and the Dead Sea (from Haifa).

***ISLANDS IN THE SUN** (XIS-1, XIS-2) Fly and Sail!
Dates: 12/21/73—12/31/73 (XIS-1); 12/22/73—1/1/74 (XIS-2)
Prices: $385, $485, and $585 (depending upon ship accommodations) + 10% tax/service from N.Y.
Meals: Continental breakfast and dinner daily
Accommodations: All outside cabins aboard ship (with the exception of 22 inside cabins) based on double occupancy. Villas in San Agustin with private bath, double occupancy.
Features: Round-trip chartered jet flight with onboard services. Sail on luxury MTS APOLLO. Palma de Mallorca; Casablanca, Morocco; Las Palmas, Canary Islands. Welcome cocktail party at hotel. Transfers and baggage handling. Services of an escort. Taxes and gratuities. Optional land excursions available at added cost.



***FARAWAY FAIRWAYS** (XFF)
Dates: 12/26/73—1/1/74
Price: $298 + 10% tax/service from New York
Meals: Continental breakfast and dinner daily
Accommodations: First-class rooms in Hotel de Lagos based on double occupancy
Features: Round-trip chartered jet from New York to Faro, Portugal. Sangria party upon arrival in Portugal. Folklore entertainment. Masquerade party with champagne fountain. Airport transfers and tips for one bag. Shuttle bus service to Beach Club. Transfers to casino, including entrance fee. Unlimited golf at the Penina Golf Club for 3 days, including green fees. Yacht cruise. Use of heated swimming pool in hotel.

***HAPPY NEW YEAR IN MADRID** (HNM)
Dates: 12/26/73—1/1/74
Price: $298 + 10% tax/service from New York
Meals: American breakfast daily
Accommodations: Deluxe Euro-building Hotel, based on double occupancy
Features: Round-trip chartered jet flight from New York. Welcome Sangria Party. Fashion Show. Excursion to Toledo. New Year's Eve Dinner and Dance. NOTE: Round-trip jet flight only. (N.Y./Madrid/N.Y.) 12/26/73—1/1/74 —$165.

***NASSAU CRUISE—WALT DISNEY WORLD** (NCD-1)
Dates: 12/26/73—12/31/73
Price: $299 + $40 tax/service from New York only
Meals: All meals aboard ship
Accommodations: First-class rooms in the Hilton South, Orlando; deluxe, outside cabins aboard the S/S EMERALD SEAS, assigned on a first-come, first-served basis, beginning from the top deck to the bottom deck
Features: Round-trip transportation via TIA DC-8 Super Jet from JFK Airport, N.Y., to Orlando, and from Miami to JFK. Admission to Walt Disney World on December 27. Three-day cruise to Nassau, Bahamas, via the S/S EMERALD SEAS (Dec. 28-31). Two cocktail parties aboard ship. Taxes and gratuities, including Miami and Nassau Port taxes (except gratuities for cabin steward and dining room steward aboard ship).

***NASSAU CRUISE—WALT DISNEY WORLD** (NCD-2)
Dates: 12/23/73—12/30/73
Price: $359 + $40 tax/service from Chicago only
Meals: All meals while aboard ship
Accommodations: 1 night in New Everglades Hotel, Miami; 2 nights at Hilton Gateway Hotel, Orlando; deluxe outside cabins aboard ship. Cabins will be assigned on a first-come-first-served basis, beginning from the top deck to the bottom deck. (Minimum number of inside cabins also available upon request for $350 + $40 tax/service.)
Features: Round-trip transportation via TIA DC-8 Super Jet from O'Hare International Airport, Chicago to Miami and from Orlando to O'Hare. 4-day Cruise to Nassau, Bahamas, via the S/S EMERALD SEAS (Dec. 24-28). Two cocktail parties aboard ship. Taxes and gratuities, including Miami and Nassau Port taxes (except gratuities for cabin steward and dining room steward). Admission to Walt Disney World on December 29.

OTHER CHRISTMAS TOURS

Feliz Navidad En Mejico (XM)
12/23/73—1/1/74
Accommodations in first-class hotels; 14 meals; Mexico City, San Miguel Allende, Guanajuato, Guadalajara, San Jose Purua. $459 from Dallas, $509 from Chicago, $577 from Washington, D.C., $599 from New York, $485 from Los Angeles (all prices + $40 tax/service).

***Curtain Call** (CC)
12/23/73—1/1/74
Eight nights in London! Four fabulous theatre events. Accommodations in Penta Hotel. Continental breakfast daily and dinner on Dec. 25 and 26. $460 from New York.

***Russian Winter Festival** (XRF)
12/22/73—12/31/73
A unique experience—Christmas in Russia! Sightseeing, the Bolshoi Ballet, and the circus. First-class hotels with private bath (single rooms $54 additional); three meals daily. $669 from New York and $696 from Washington, D.C. (+ $3 U.S. departure tax.)

Christmas in Rome and the Holy Lands (XHL)
12/22/73—12/30/73
Shrines of Jerusalem, Bethlehem, Rome. Midnight Mass at St. Catherines. First-class hotels; Continental breakfast and table d'hote dinner daily. $698 + $3 U.S. departure tax from New York.

***Dutch Shoes** (XDS)
12/23/73—1/1/74
Eight nights in Amsterdam. Half day in the home of a Dutch family. First-class hotel; Continental breakfast daily, Christmas dinner and one dinner in a fine Amsterdam restaurant. $378 from New York.

Christmas in Guatemala (XG)
12/22/73—1/1/74
First-class hotels; 13 meals, Guatemala City, Antigua, Lake Atitlan, Chichicastenango, Quezaltenango. Scheduled sightseeing. $489 from New Orleans, $557 from New York and Washington, D.C., $617 from Chicago, $594 from Los Angeles. All prices + $40 tax/service.

***Christmas in the French Alps** (XFA)
12/23/73—12/31/73
Hotel accommodations; Continental breakfast daily; Welcome Cocktail Party; transfers. Write for brochure which will give ski options and alternate meal plan. $339 up from New York.

Honolulu Malihini (HM)
12/23/73—12/30/73
Seven days, 6 nights in Honolulu; standard rooms, Holiday Inn, Waikiki Beach; meals, champagne, and movies inflight; tour of Honolulu; transfers and baggage handling. $315 + 10% tax/service from Los Angeles, San Francisco, Portland, Seattle, Chicago. $355 + 10% tax/service from Cleveland, Detroit, Milwaukee, Pittsburgh, Atlanta, Minneapolis/St. Paul. $395 + 10% tax/service from New York, Philadelphia, Washington, D.C.

Hawaiian Kalikimaka (HK)
12/23/73—12/30/73
Seven days, 6 nights in Hawaii (2 islands). Superior, mountain-view rooms at Sheraton Waikiki Hotel (3 nights), superior rooms at Sheraton Maui Hotel (3 nights); meals, champagne, and movies inflight; tour of Honolulu; transfers and baggage handling. $385 + 10% tax/service from Los Angeles, San Francisco, Portland, Seattle, Chicago. $425 + 10% tax/service from Cleveland, Detroit, Milwaukee, Pittsburgh, Atlanta, Minneapolis/St. Paul. $465 + 10% tax/service from New York, Philadelphia, and Washington, D.C.

GENERAL INFORMATION: NEA membership six months prior to departure date is required on tours indicated with *. Members of the immediate family (limited to spouse, dependent children and parents of the NEA member only, residing in the same household) are also eligible. Other relatives and friends (non-members) may participate in tours *not* marked with *. Prices are per person based on two persons sharing a double room and are all subject to change. Single accommodations (if available) at additional cost. Complete details on the tour of your choice will be sent upon registration.
There is a $15 cancellation fee on all tours/flights for 1973-74 regardless of reason cancelled. Beyond this, regulations governing the refund of deposit and/or payment as a result of cancellation vary with the individual tour or flight. Registrants will be furnished with details on receipt of deposit.

APPLICATION FOR RESERVATION

Mail to either of the offices listed below with deposit check in the amount of $125 per person and proof of NEA membership (if required).

NEA Educational Travel
1201 16th Street, N.W.
Washington, DC 20036

IEA/NEA Travel Service
1S132 Summit Avenue, Suite #203
Oakbrook Terrace
Villa Park, Illinois 60181

Please reserve ..... spaces on ..... departing on .....
(code no. of tour/flight) (date)

from .....Enclosed is deposit of $.....
(city)

Name(s) .....
(Please give names and addresses of additional persons on a separate sheet)

Address .....

City ..... State ..... Zip .....

Home Telephone ..... Business Telephone .....
(include area code) (include area code)

Age (for rooming purposes only) .....

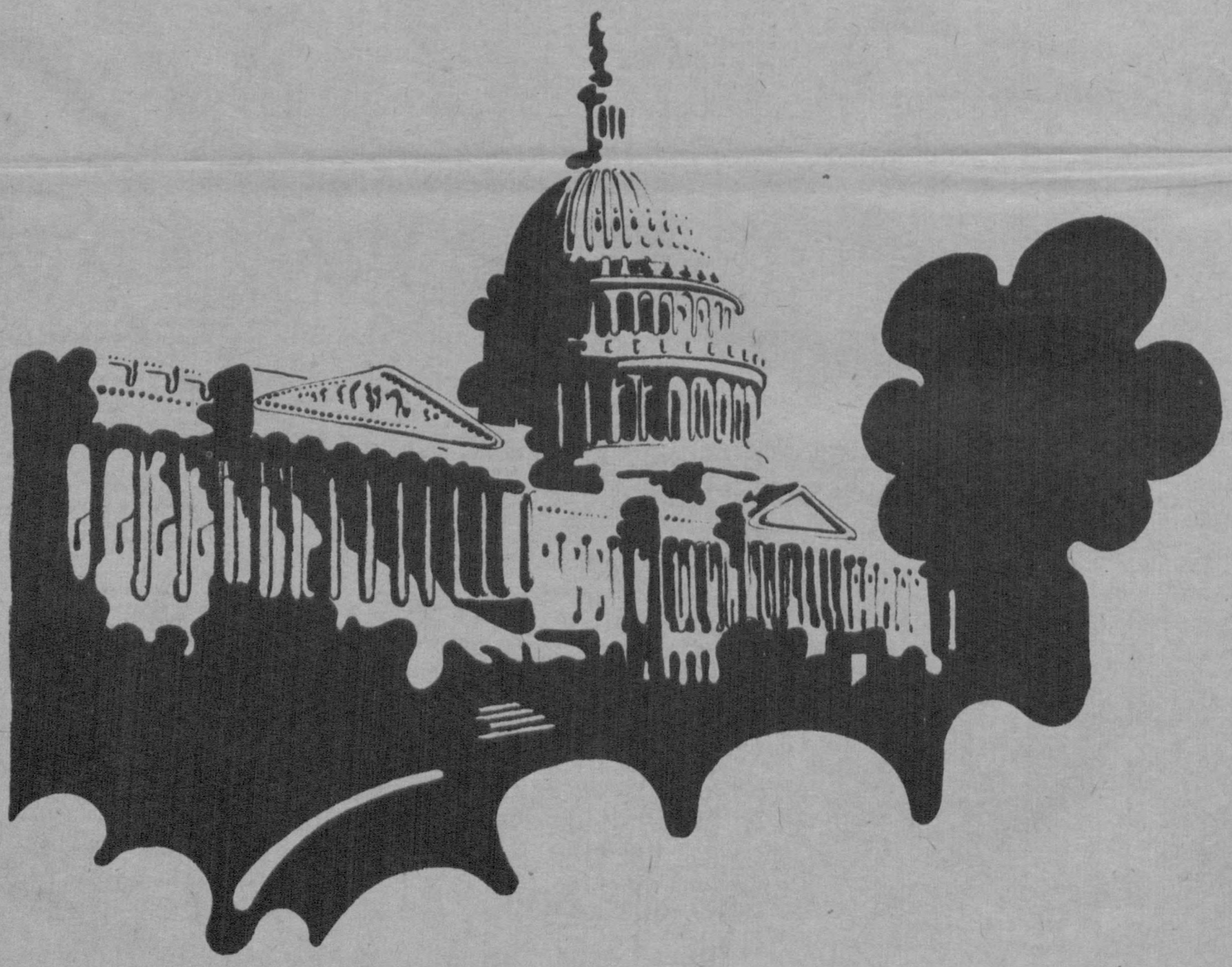
NEA says to Congress

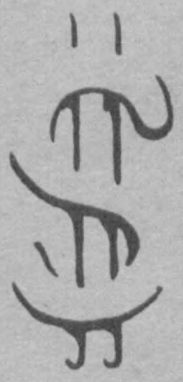
"THIS IS WHAT THE SCHOOLS NEED"

The NEA Representative Assembly in Portland this summer reaffirmed the intention of the Association to carry on its efforts to establish education as a national priority and to ensure adequate financing for public education.

NEA's legislative program for the 93rd Congress, based on the Representative Assembly's mandate, emphasizes these and other goals, including one-third federal financing of public education, collective bargaining for public employees, mobile teacher retirement, copyright revision, unemployment compensation for teachers, resolution of social problems, and guarantees of civil rights for all citizens.

- **Adequate Financing for Public Education.** NEA is pressing for a new school financing program to preserve the nation's schools and improve the quality—and equality—of education for the 52 million school-age children. A key provision calls for the federal government to supply not less than one-third of each school dollar. The largest part of the program, which carries an estimated $30 billion price tag, would guarantee basic elementary and secondary education in grades K through 12. The remainder would be for special target areas such as vocational education, summer schools programs, adult education, teacher training and teacher centers, and education services for the mentally handicapped.
- **Education—a National Priority.** NEA believes that education is an inherent right of every citizen of the United States and that national priorities must be reordered to recognize the overall importance of education. In this connection, NEA continues to seek a Cabinet-level Department of Education.
- **Collective Bargaining.** NEA supports passage of a federal bargaining law which would provide full collective bargaining rights for public employees, with an optimum balance of power between employee organizations and employers and a guarantee of the rights and recourses of each party in the bargaining process.
- **Mobile Teacher Retirement.** NEA has initiated and is working for legislation that will permit teachers to change employment across state lines without substantial loss of retirement benefits.
- **Copyright Revision.** Outdated laws governing copyright severely restrict the tools available for use by teachers in the classroom. NEA endorses an overhaul of the 1909 law, but insists on provisions guaranteeing "fair use" and "limited education exemptions," with no increase in the length of time for which a copyright may be held.
- **Unemployment Compensation for Teachers.** NEA supports legislation to extend unemployment compensation to teachers.
- **Social Problems and Civil Rights.** By taking a leadership role in seeking solutions to the social problems of our time, NEA continues to work for the protection of constitutional and human rights for all citizens and to oppose any changes that might abridge those rights.





APPROPRIATIONS

The Senate is expected to act shortly on an education money bill for the current school year, and NEA is gearing up a massive effort to override the threatened veto of this urgently needed legislation.

The House passed a bill in June providing $892 more than the Administration request. The total for education was $6 billion.

NEA is working closely with the Committee for Full Funding, a coalition of nearly 70 education groups, to secure adequate federal support for such vital legislation as the Elementary and Secondary Education Act, the extension of which is currently being considered by House and Senate committees (see ESEA item below).

In the pursuit of NEA's goal of a full one-third federal share of school financing, NEA is working with key Congressional leaders, other major education groups, and with the Washington-based Project on Budget Priorities to assure that education will benefit from the conversion of the national economy from a wartime to a peacetime basis.

COLLECTIVE BARGAINING

NEA's top nonfiscal priority is enactment of federal legislation to require collective bargaining between public employees and employers. Legislation initiated by NEA has been introduced in the House by Rep. William Clay (D-Mo.), a member of the Education and Labor Committee and by Rep. Carl D. Perkins (D-Ky.), committee chairman.

Public hearings are now under way in the Special Subcommittee on Labor, chaired by Rep. Frank Thompson (D-N.J.). Spearheading the drive for the bill is the Coalition of American Public Employees, of which NEA is the largest member organization. The Coalition, formed in 1972, is designed as a vehicle to harness the collective power of its members in legislation, litigation, economic security, and political action.

Its membership includes NEA; the American Federation of State, County, and Municipal Employees, AFL-CIO; the International Association of Fire Fighters, AFL-CIO; and the independent National Treasury Employees Union.

ESEA EXTENSION

Congressional committees are at work preparing legislation to amend and extend elementary and secondary programs. NEA has testified in favor of such legislation, but has insisted that categorical (special-purpose) programs be simplified administratively and funded adequately. NEA also called for an appropriations process that is stable and predictable, so that school districts may plan programs and make realistic commitments for school offerings which are fully or partially supported by the federal government.

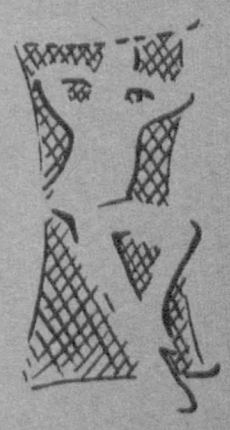
The major House bill, sponsored by Rep. Carl Perkins, chairman of the Education and Labor Committee, would extend ESEA and impact aid programs for five years. Floor action is anticipated by the end of the current session.

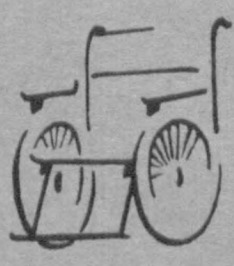
The Senate Education Subcommittee is holding hearings on a bill introduced by its chairman, Sen. Claiborne Pell (D-R.I.). The measure is a wide-ranging "study document," providing a four-year extension of present elementary and secondary programs, general aid to school districts, rebates on property taxes, and an incentive to states to equalize school spending. A major theme in the Pell bill is increased Congressional oversight of the administration of federal education programs.

TEACHER RETIREMENT

One of NEA's major federal legislative objectives is passage of a bill to permit teachers to move from one state to another without substantial loss of retirement benefits. A bill establishing a federal-state program to provide this protection to teachers has been introduced by Rep. John Dent (D-Pa.), a member of the House Education and Labor Committee, and 40 cosponsors. Action on this measure will be closely linked to a pending Congressional study of the funding, mobility, and other problems confronting public retirement systems.

Also of interest to retired teachers is NEA-backed legislation to amend the Internal Revenue Code to provide teachers and other public employees not covered by Social Security with a retirement income tax credit schedule comparable to that enjoyed by persons receiving Social Security benefits. The measure has been introduced in the House by Rep. James C. Corman (D-Calif.) and Sen. Abraham A. Ribicoff (D-Conn.). The bill will be considered when the House Ways and Means Committee takes up pending tax reform.





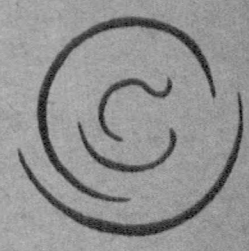
UNEMPLOYMENT COMPENSATION

Under present federal law, states are not required to cover teachers other than those in higher education under the unemployment insurance program. States are free to extend coverage to public school teachers, but few have done so on a mandatory basis, according to the Department of Labor. Some 25 states permit local governments to elect coverage. NEA is initiating legislation to amend the federal law to extend coverage for elementary and secondary school employees.

COPYRIGHT REVISION

A major deterrent to good teaching is the obsolete 1909 copyright law, which unduly restricts the reproduction of materials for use in the classroom. NEA is seeking equitable legislation that would provide a "limited educational exemption" which would allow limited copying for such purposes as teaching, scholarship, and research. The Senate Subcommittee on Patents, Trademarks, and Copyright is working on a copyright revision bill introduced early this year by its chairman, Sen. John McClellan (D-Ark.).

For several years NEA has coordinated the efforts of the Ad Hoc Committee on Copyright Revision, which represents 40 organizations concerned with the interests of teachers and learners. NEA and other member organizations have presented their views before the McClellan panel as part of their continuing effort to secure equitable legislation. A companion bill has been introduced in the House by Rep. Bertram Podell (D-N.Y.).



NEA'S HOSPITAL PLAN

"Add on" medical protection for members & families

NEA's Hospital Confinement Plan was developed in response to requests by members for financial assistance in the health care field. Because most actively employed members receive health protection through arrangements with their school districts, Special Services sought ways NEA could provide members with a supplemental insurance suitable for both those who have no health care provisions and those who feel the need for additional protection.

NEA's plan offers three schedules of benefits: $20, $40, or $60 per day. Although the coverage can be carried into retirement and has no cut-off age, initial enrollment must be before age 60.

Arnold W. Wolpert, administrator of NEA's Economic Service Programs, recently discussed this program with members of NEA's Special Services Committee. He emphasized that the plan was a *supplemental* health insurance designed to meet the needs of members and to protect them from rising hospital costs.

Asked which plan he believed most suitable for NEA members, he replied: "Well, I think that for anyone who needs health protection, the $40-a-day plan is an excellent one. The prices are modest enough so that it is not a heavy financial burden and the benefit is substantial. The alternatives are the $20-a-day plan and the $60-a-day plan. While excellent, the $20-a-day plan provides limited benefits. The $60-a-day plan is more suitable for the person who has serious expectations of having to be hospitalized or for the person who has no other coverage."

Hospital charges rise

Days spent in the hospital are expensive days—probably the most expensive you'll ever have. If intensive care is required, the cost, which now averages $114.31 a day, is doubled or even tripled. And there are expenses not usually covered by insurance, like home nursing care, equipment rental, housekeeping, and child care, which can make the financial problem even worse.

NEA offers members the opportunity to enroll in its Hospital Confinement Plan. It can help fill the emerging "protection gap" for each day of hospitalization. If your present health insurance is adequate to pay all your hospital bills, then the benefits from this plan can be used to pay the other related expenses mentioned above.

Features of the plan:

- **Both** sickness and injury are covered when hospitalized. Even mental illness and drug hospitalization are covered when confinement is in a regular hospital.
- **Benefits are doubled** for cancer if hospitalization occurs before age 65.
- **Benefits doubled** for intensive care for up to seven days.
- **Additional benefits** are provided for nursing home confinement—the plan pays 50 percent of the benefit for each day of confinement (up to 30) to a nursing facility immediately following hospitalization.
- **No limit** on frequency or size of claims. (Coverage for up to 365 days for each separate cause.)
- **The exclusions** are hospitalization caused by pregnancy, act of war, intentionally self-inflicted injury, or while in a hospital operated by the federal government or its agency for which no charge is made. All other confinements, except "pre-existing physical conditions" (see below), are covered. Confinement must be in a hospital. A hospital is one staffed by physicians with 24-hour-a-day nursing care and major surgical facilities and is not a nursing home or mainly for drug addicts or alcoholics. Admission to a hospital as an "out-patient" is not covered.
- **Pre-existing conditions**—those for which you have received medical treatment or advice within 12 months prior to the effective date of your insurance. These conditions are not covered until you go 12 consecutive treatment-free months after your coverage has been in force, or until you have had this insurance for two years, whichever occurs first.
- **Renewable for life**—can be renewed as long as the insured: pays the premiums; maintains membership in NEA and affiliated state and local associations, if eligible; does not enter the armed forces for more than 30 days active service; and the master contract between NEA and the underwriting companies remains in force.
- **Automatic acceptance**—applications will be accepted from all NEA applicants under age 60 regardless of past medical or health history.
- **Spouse and children are eligible**—a member's spouse may be insured for the same benefit. Dependent children may be insured for one-half the member's amount. (Dependent children must be unmarried and over 14 days but under 23 years and dependent upon the member for support and maintenance. Includes legally adopted children, stepchildren, and foster children.)

SEND NO MONEY: You will receive a bill pro-rated from the date of acceptance of your application to the next regular billing due date (April 1 or October 1). Thereafter, you will be billed semiannually.

Maurice Swanson, Kansas, chairman: "NEA's plan helps members meet the rising costs of hospital care."

John Hindman, Arizona, subcommittee chairman: "Members can choose either the $20, $40, or $60 per day benefit plan."

Jane Strong, Iowa, newly appointed member: "The more I learn about the plan, the more impressed I am with its value and benefits."

Benefits and Semi-Annual Rate Schedule

DAILY BENEFITS	Member's Age				
$20	Under 30	30-39	40-49	50-59	60 & Over†
Member Only	$ 14.20	$ 16.80	$ 22.70	$ 37.50	$ 49.50
Member & Spouse	27.90	33.10	44.90	74.50	98.50
Member, Spouse, Children	35.90	41.10	50.90	79.50	102.50
Member & Children	22.20	24.80	28.70	42.50	53.50
($10 benefit for each child)					
$40					
Member Only	$ 27.90	$ 33.10	$ 44.90	$ 74.50	$ 98.50
Member & Spouse	55.30	65.70	89.30	148.50	196.50
Member, Spouse, Children	71.30	81.70	101.30	158.50	204.50
Member & Children	43.90	49.10	56.90	84.50	106.50
($20 benefit for each child)					
$60					
Member Only	$ 41.60	$ 49.40	$ 67.10	$111.50	$147.50
Member & Spouse	82.70	98.30	133.70	222.50	294.50
Member, Spouse, Children	106.70	122.30	151.70	237.50	306.50
Member & Children	65.60	73.40	85.10	126.50	159.50
($30 benefit for each child)					

Costs are based on member's age and increase when member reaches the next age bracket.

† On the first premium due date following your 65th birthday, benefits for all those insured under your policy will be reduced 50%.

Application for NEA's Hospital Confinement Plan

I hereby apply for NEA's Hospital Confinement Plan based on the following statements:
(Please print or type)

BENEFIT DESIRED (check one) ☐ $20 ☐ $40 ☐ $60

TO COVER (check one) ☐ Member Only ☐ Member & Spouse ☐ Member, Spouse & Child(ren) ☐ Member & Child(ren) Only

1. Name .....
2. Address ..... Street City State Zip Code
3. Social Security Number ..... 4. Sex (M or F) .....
5. Date of Birth ..... 6. NEA Membership ☐ Yes ☐ No ☐ Life Member

Complete No. 7 if Spouse is to be insured

7. Spouse's First Name ..... Date of Birth .....
8. State Association Membership ☐ Yes ..... ☐ Not Eligible for Membership
Name of State Association
9. Local Association Membership ☐ Yes ..... ☐ Not Eligible for Membership
Name of Local Association

I understand that this program does not cover pre-existing health conditions (any conditions for which I have received medical treatment or advice 12 months prior to the date my coverage goes into effect) until 12 consecutive months have passed during which time I have received no medical treatment or advice for these pre-existing conditions or 24 months after the effective date of my insurance, whichever occurs first. All other conditions except the stipulated exclusions will be covered on the day this application is accepted.

Date ..... Signature of Applicant X .....

AS-5020 4-1-70 Ptd. in U.S.A.

Underwritten by Life Insurance Company of North America, Phila., Pa. and Horace Mann Life, Springfield, Ill.

Send No Money. Your premium to the next scheduled premium due date (April 1 and October 1) will be calculated and you will receive a bill for that amount in your insurance kit. Thereafter the specified premium shown in this folder will be billed each 6-month period. Mail to: NEA's Hospital Confinement Plan, P.O. Box 7768, Philadelphia, PA 19101

nea reporter

December 1973 Vol. 12, No. 6 Published by the National Education Association Washington, D.C.

NEA-FORMED COALITION MOVES SCHOOL FUNDING BILL

Over $6 billion at stake

WASHINGTON, D.C.—Prodded by NEA's temporary "coalition of coalitions," the House-Senate conference committee resumed its meetings and reported out the crucial Labor-HEW appropriations bill (HR 8877), which provides $6.210 billion for education.

The measure now goes to the House and Senate for final passage before reaching the White House.

President Nixon requested $5.2 billion for education—almost $1 billion less than the compromise worked out by House-Senate conferees. The President has indicated that he will veto the measure.

NEA President Helen D. Wise, in a memorandum to the Board of Directors, called on all affiliates to step up their efforts for passage of the bill and be ready for the possible override.

"The latest budget figures from the Administration indicate that federal spending for education this year will be reduced by more than $1 billion—all of which has been approved by Congress," she told the Board. "We cannot allow this tragic reduction of funds for children to continue. An override of the President's veto will be the place to start to reverse this dangerous trend."

At the same time, the Board gave added impetus to the drive for support of the education appropriation bill when it met at NEA Center for its mid-November meeting. Individual Board members converged on Capitol Hill to call on House and Senate members from their states.

Meanwhile, efforts to secure overwhelming support for passage of HR 8877 were gathering momentum nationwide. Some 32,000 Minnesota teachers, in a drive by the Minnesota Education Association, signed petitions urging President Nixon to sign the education money bill. The petitions are to be turned over to the White House by MEA President William Mondale; John Urseth, NEA Board of Directors member; and William Schneider, MEA governmental relations chairman. Mondale is a brother of Sen. Walter Mondale (D-Minn.). MEA is also gearing up for the expected veto override. Some 25,000 letters from teachers urging a veto override are in readiness to be mailed to Capitol Hill.

Coalition leaders representing education, labor, health, and welfare conferred with conference committee chairmen Sen. Warren G. Magnuson (D-Wash.) and Rep. Daniel J. Flood (D-Pa.), urging speedy passage of the conference report and subsequent action by both houses.

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nea: helping teachers teach

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NEA & AFT agree to local merger moratorium

WASHINGTON, D.C.—Representatives of NEA and of the American Federation of Teachers, AFL-CIO, announced in early November that they have agreed to urge their local affiliates to refrain from engaging in merger negotiations on the local level while NEA-AFT national talks continue here. State affiliates are not included in the moratorium.

At the same time, NEA and AFT indicated they were unable to reach agreement on ending organizational rivalry. The joint release issued by NEA President Helen Wise and AFT President David Selden followed the second meeting of the two organizations in a current series of talks regarding possible merger.

The only exception to the moratorium on merger discussion is Dade County, Florida, where the AFT maintains a merger is imminent. However, the agreement explicitly recognizes that all of the NEA affiliates, including Dade County, are subject to NEA's own policy regarding merger.

Although no agreement was reached on ending organizational rivalry, both organizations agreed to reconsider such a moratorium following discussion of substantive matters.

At the first meeting between NEA and AFT on October 2, agreement was reached on procedural matters. NEA at that time presented the proposal authorized by the NEA Representative Assembly emphasizing three concepts: no affiliation with AFL-CIO, guaranteed minority representation, and election by secret ballot.

Maternity case goes to Supreme Court

WASHINGTON, D.C.—A Virginia teacher who in 1971 became the nation's first educator to successfully challenge in federal court as violative of the Fourteenth Amendment's equal protection clause a mandatory maternity leave policy has become the nation's first teacher to carry her case to the U.S. Supreme Court. The Court heard arguments in her case and that of Jo Carol La Fleur and Ann Elizabeth Nelson of Cleveland on October 15.

Susan Cohen is asking the Court to reverse the 4th U.S. Circuit Court's decision, which was unfavorable to her.

The Cleveland school board has appealed a Sixth Circuit ruling in favor of the teachers.

Just prior to the arguments before the Supreme Court, the U.S. Department of Justice filed a brief with the Supreme Court asking that it strike down arbitrary maternity leave requirements for teachers.

Stating its agreement with NEA's position in the Cohen and La Fleur matters, the Justice Department argued that school board policies requiring pregnant women to take early leave violate the equal protection clause of the 14th Amendment.

NEA, through its DuShane Emergency Fund, has financed litigation on all three federal court levels for Susan Cohen. Amicus curiae briefs were filed by NEA in the Sixth Circuit and the Supreme Court in the *La Fleur* case. The Fund is providing court costs at the Supreme Court level.

March 1 deadline for NEA candidates

WASHINGTON, D.C.—March 1 is the deadline for advance filing by candidates for NEA offices who wish to have information about their candidacies published in the NEA REPORTER. Data sheets and official forms for filing are available from NEA Center.

NEA officers to be elected at the 1974 Convention in Chicago, Illinois, June 28-July 3, include the vice-president, two members of the Executive Committee, and the treasurer.

Submission of filing and publicity forms does not constitute an official nomination for elective office. Official nominations take place at the first meeting of the NEA Representative Assembly.

A candidate must have been a member of NEA for the five-year period immediately preceding his candidacy. He must also have been a member of his state and local affiliates, if such memberships were available to him, for the same period.

Communications should be addressed to NEA Center, Executive Office, Attention: Mrs. Irma Kramer.

Court strikes down NTE-based firing

RICHMOND, VIRGINIA—The U.S. Court of Appeals for the Fourth Circuit has ordered reinstatement and back pay for nine teachers who were denied reemployment for the 1970-71 school year because of relatively low scores on the National Teachers Examination (NTE).

The teachers lost their jobs in Chesterfield County, South Carolina, as a result of school board policy to not rehire teachers with "C" certificates—a rating based on the NTE.

NEA has long stated, by resolution, that the NTE "must not be used as a condition of employment or a method for evaluating educators in service for purposes such as salary, tenure, retention, or promotion." Last March, NEA and the South Carolina Education Association filed an amicus brief in the case.

Student NEA launches state developers program

WASHINGTON, D.C.—Student NEA has launched a new and unique program of State Program Developers. The developers are fulltime student leaders working in the field to enhance and promote the programs and goals of Student NEA. At present, 22 developers are at work in 20 states.

After completing a four-day workshop in Lincoln, Nebraska, the 22 student leaders returned to their states to begin work primarily on improvement in teacher preparation and on membership recruitment. The developers' training included problem analysis and solving, communication skills, consulting techniques, and group leading skills.

"We've got a program, and full-time leadership in the field to assist in its implementation. No longer will members be asking, 'What do I get for my $3.50?'," said Student NEA President Tom Santesteban. "They will become increasingly aware as they avail themselves of the services of the State Program Developers, who can assist with programming at the local level as well as serving as a resource person for programs and services available at the state and local levels."

NEA President Helen Wise, in a speech to the National Press Club, excoriates the Nixon Administration and promises a vigorous campaign to override the anticipated Presidential veto of the education money bill. Her remarks drew widespread national press attention, including an appearance on NBC's "Today Show."

NEA President Helen Wise and other education leaders chat with President Nixon at the White House. President Nixon underscored education's importance to all other national purposes. Wise later urged the President to turn his words into action and sign the education appropriation bill. Others are William Austin (left), AASA president; and Leonard J. DeLayo, president, Council of Chief State School Officers.

CHILDREN'S TV: MOSTLY JUNK

An editorial by NEA President Helen Wise

Have you waded through the sodden swamp of Saturday morning television programing recently? Have you met the Pink Panther? Or Yogi's Gang? What about Goober? and Josie?

As teachers and parents, we must concern ourselves with what our children are watching. In my opinion, the bulk of "children's programing" is pure junk, an insult to the intelligence and taste of America's children.

For years, NEA has been working to upgrade children's programing by seeking out what is worthwhile and giving it support . . . hoping that the good would eventually drive out the bad. We have provided teacher consultants. We have supported programs we felt were worthy of attention. We will continue to do that. However, we—along with other organizations interested in improving children's television—seem to be batting our heads against the stone wall of profit and loss.

We accept the fact that commercial television cannot survive without commercials. But the very nature of that survival—the selling of commercials—means that many of the major decisions about what our children see are really made by corporations that manufacture cereal and dolls that wet their pants. It is the marketing man who wants to sell his sugar-coated whatnots who must be held responsible for the soggy fare our children see.

I think it is time that we teachers and parents confront the root problem in children's programing—the sponsor. Let us, individually and collectively, make our opinions known to the people whose purchasing power dictates what gets on the air. Experience has taught us that good programs, without sponsor support, disappear very quickly. The bad programs now on the air are there because they are filled with commercials.

Let me say, at this point, that all is not dark in the swamp. There are some outstanding examples of what can be done if care and imagination are brought to bear. ABC-TV has introduced four-minute morning segments called "Scholastic Rock and Grammar Rock." CBS-TV continues this season to air seven four-minute "In the News" segments every Saturday. CBS "Children's Film Festival" is now a regular Saturday feature. And this season, CBS is preempting its regular programing on an occasional basis to air "What's It All About," special information broadcasts for young viewers. There are programs for children not in the Saturday lineup that warrant attention, too. ABC's "After School Specials" and "Make a Wish" deserve, and are receiving, NEA support. "Captain Kangaroo" continues weekday mornings on CBS, as does the occasional "New York Philharmonic Young People's Concerts" and the NBC "Children's Theatre" projects.

But when you balance these programs against the hour upon hour of unimaginative Saturday morning programs, you quickly see that our children are not being properly served.

NEA's not advocating that Saturday morning TV programing be an extension of the classroom. Children deserve the weekend off just as we do, and they have a right to be entertained. But they certainly deserve a great deal better entertainment than they are getting.

Let's tell the pitchmen that we hold them responsible for the low level of children's TV. Watch a few of these shows, make a note who the sponsors are, and write them in protest. Even if it's just a postcard, it can help.

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nea reporter

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Member: Edpress

LETTERS

A members' forum—especially, a place for dissenting members to share their concerns.

Revise comic?

I read the October issue of the NEA REPORTER with great interest. The Teachers Rights comic might be tried again with some revisions.

Instead of having the teacher fired have her reassigned to another grade level and out of her major area of teaching. That is what happens to many teachers, especially those advising school publications. This is especially true when the area of investigation is within the school.

If there is any legal protection for them or if NEA has any protection to offer them, the cartoon might have the same ending. At this point in time, I doubt it.

If some research were to be conducted on the subject, I wonder if you might not find more reassigned, disheartened and disillusioned teachers than the number fired. Certainly this area needs NEA's help as well as the one discussed in the comic.

Dorothy McPhillips
Longview, Washington

Absolute low

The NEA has hit an absolute low when they print a *Teachers' Rights Comic*. Has it become necessary to use the comic strip medium to reach professional educated personnel? If so, how can the parents and their children expect us to challenge and educate the youth of the country?

Mildred Lapsley
Alexandria, Virginia

Baloney!

Boy, do the "ultra-liberals" like to dish up the baloney! This "thing" about President Nixon's lack of concern for Education is the biggest slab of "beef" yet. Mr. Nixon IS concerned about money for Education; he might just be concerned, also, about possible waste involved in several areas of distribution of that money. It's the final analysis—getting down to teacher and pupil—that brings the "crunch," and gives the NEA Board of Directors their "reason" to "beef." What a Wiener-snitzel!

My advice to the Board is to rub a little liniment on the sore spots, and get busy offering the members and their constituents something other than hatred for our President. Theirs is a poor way, I think, to teach positive and practical thinking about educational matters.

I'll wager there's a goodly number of us teachers and administrators for whom the NEA Board of Directors DOES NOT speak.

The NEA is responsible for many good things, among which are more attractive teachers' salaries, better working conditions, and support, legal and otherwise, of teachers in time of need. Why do they have to spoil their good deeds by sorry attempts to discredit the Republican Party, beginning and ending with Mr. Nixon? Yes, I saw that Kennedy article, too, and not only wondered, but shuddered.

Nettie R. Olsen
Overland Park, Kansas

Congratulations

Just a note to send my congratulations to the board of NEA. It is a pleasure to belong to an organization which believes in action. I wrote to NEA this past summer regarding unemployment benefits for educators since unfortunately we as educators and counselors were at the mercy of our school committee this summer and had a payless summer, unable to collect from any source.

Today I read in the NEA newspaper you folks have investigated and are initiating legislation to prevent this from happening to any educators again.

What can I say but that is action! My congratulations, thanks and best wishes in this endeavor.

Ann T. Resca
Canton, Massachusetts

Language trend

In the October '73 issue, I noticed several articles dealing with views of education at the international level—a concern which is certainly essential in our present world.

Why is it, then, that colleges and universities have become lenient with foreign language requirements to the point where many schools are cutting down their language programs.

The trend needs to be reversed. Foreign language programs need to be stressed in todays' world, not discouraged. For more important reasons, scheduling priorities must take a back seat to the fulfillment of world needs.

Lawrence J. Pinnie
Willow Grove, Pennsylvania

Pornography

We wish to register our displeasure to the latter part of an article carried in the NEA REPORTER, August 1973, entitled, "Pornography: In the Classroom?"

By inference, it appears that NEA has taken a stand protecting purveyors of pornography. This is absolutely contrary to our way of thinking. We feel that pornography can only lead to degradation, ruination and moral decay of both adult and youth. The latter, particularly.

Albert Clauser
Frank W. Pecaitis
Anne M. Coyne
Mary Lahaza
Eleanor O'Connor
Kulpmont, Pennsylvania

Salary logic

I am writing in response to David F. Rollins who disagreed with the NEA delegates' resolution calling for a starting salary of $12,500. Rollins argues that most tax payers work 2,000 hours per year (40 hrs. x 50 wks.) while teachers work less than 1,500 hours (38 hrs. x 39 wks.). This reasoning is fallacious. Most teachers spend those 38 hrs. in the school. What about the hours spent grading papers, reading resource books, looking for new methods and materials, planning curriculum, etc. Aren't these work hours, too? Or doesn't work at home count as work for teachers?

Let's try more realistic figures: (a) 50 hrs. x 39 wks.=1,950 hrs. (b) 55 hrs x 39 wks.=2,145 hrs. Neither of these examples takes into account the time and money teachers spend working on advanced degrees, conferences, extension courses, and the like.

A further error in Rollins' logic is revealed in the assumption that non-teachers work 40 hrs. per week 50 wks. Many union men work 37½ or 35 hrs. per week. Many occupations provide three, four, five-week and longer vacations (such as in the building trades) plus special holidays such as having one's children's birthdays off (Teamsters). And plumbers are paid from the time they leave their shops, not from the time they start work.

Let's finally eradicate the mythology that teachers don't work at least the same number of hours as the average tax payer. And let's remember that teachers are public employees, not public servants.

James W. Ceithaml
Elgin, Illinois

TEACHING IN THE SHADOW OF WATERGATE

SCARBOROUGH, MAINE—Teachers from all over New England gathered here this fall to discuss "The Educational Implications of Watergate."

They looked for answers to such questions as What is the role of teachers in bringing honesty to politics? What are the curricular implications of Watergate? and Can teachers afford to teach the truth about recent political history?

Lead-off speaker for the meeting was Margaret M. Heckler, Republican Congresswoman from Massachusetts, who reminded the teachers that they "have a special place in students' minds" and that they are charged with "building the faith of the student to believe that he or she can change the system."

She said that the present erosion of confidence in authority may well find its way into the classroom.

Calling for full disclosure of everything behind Watergate, Heckler said that the cover-up of the affair is more significant than the wrong-doing itself. Looking again to the schools, she urged teachers to ensure that there be no way to cover up in the classroom.

She saw two positive results of Watergate. First, she said, the individual voter now can be heard. Second, there has been "a resurrection of strength, courage, and power in the Congress."

That we are now restoring a balance of power in our government means that our system can still survive setbacks and that "there is a stability in the Congress and in the country," she concluded.

NEA Immediate Past President Catharine Barrett was also a major speaker at the conference. (Excerpts from her speech appear at left below.)

The conferees carried the speakers' ideas into the eight discussion sessions that followed.

THE LESSONS OF WATERGATE

NEA Immediate Past President Catharine Barrett included these remarks in her speech at the Watergate conference:

Is there a lesson to be learned from Watergate? Is there a lesson to be taught from Watergate? I would submit to you that the answer to those questions must be a rather pragmatic approach. Is there a lesson to be learned and taught? My response is: There had better be.

Our students today are not captive audiences. The world doesn't automatically open up for the student when he enters the classroom. The student comes to school from a world no longer bathed in ignorance of what is going on outside. The information, as inaccurate and misleading as it may be, about the outside world, both real and imaginary, floods into the home through television, radio, films, newspapers, and magazines. Even comics, while often drivel comparable to some political comments we may have heard recently, are at least imaginative and certainly entertaining.

So, it is not enough to lay before the students the facts as we see them, stand back and grandly allow our students to absorb the wisdom of the Western World. It will not work. As in any crisis situation, Watergate and its related scandals give us an opportunity to both learn and teach. The crisis is interesting. It calls attention to the government and how it does and does not function. It exists and as such it can be used by teachers to carry with it the vital information that every citizen of a democracy must have for our form of government to continue.

The key is that Watergate is interesting. It will help us teach, and that is what our profession is all about.

The events involving the Watergate affair and its related scandals affect us in a professional sense in a great many ways. Our students are affected; the government of this nation is being profoundly affected and changed before our very eyes. This is the stuff of which government is made. History, public affairs, social institutions, sociology, psychology, political science, law—the stuff of which nearly all the subjects we teach are made; this is the world for which we are trying to prepare our students; to ignore the very substance we are trying to teach is, in my opinion, so far beyond the basic tenets of the teaching profession as to be unthinkable.

Now, I suppose that is a pretty strong statement. But, I believe it is true. Now, let me add in the same context that I do not believe that this concept of teaching gives any teacher the right or the privilege to utilize the classroom situation in an attempt to, as I have said, recreate our students in our own image. Ours is the obligation to teach our students how to think, to evaluate, to question, and hopefully, to learn to understand, to reach reasonable conclusions.

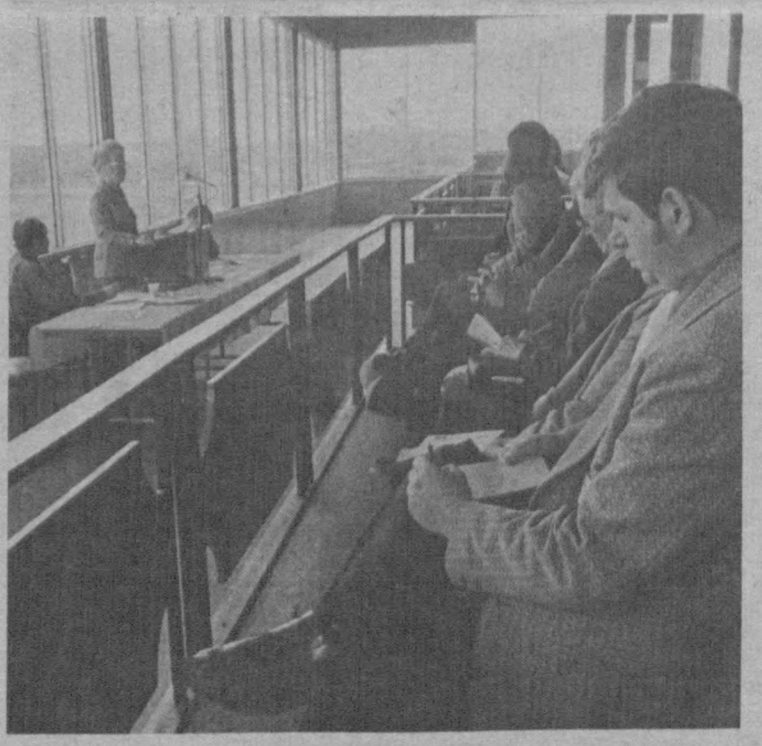
Accordingly, I do not suggest that a class be maneuvered into calling for the impeachment of a President of the United States; nor would I condone maneuvering a class into calling for an end to impeachment talk. I would support to the hilt a teacher who raises the question of potential impeachment of a President of the United States as an example of living history and much more. To ignore the subject would be almost a dereliction of duty.

This may be a mighty thin line, I suppose, but it is exactly the line in this and so many, many issues that we, as teachers, must walk daily in order to achieve excellence in our profession.

"Watergate and its related scandals give us an opportunity to both learn and teach."

"I would support to the hilt a teacher who raises the question of potential impeachment of a President of the United States as an example of living history and much more."

Maurice Pelletier, teacher of grades five to eight at Eagle Lake Elementary School in Maine, came to the Watergate conference to share ideas and to learn. Married and the father of a boy and a girl, Pelletier teaches science and social studies.



Pelletier takes notes during Catharine Barrett's speech. NEA Past President Barrett urged teachers to bring Watergate into the classroom: "To ignore the subject would be almost a dereliction of duty," she said.

Pelletier talks with Congresswoman Margaret Heckler after her speech. Heckler called for "full disclosure" of everything behind the Watergate affair. Pelletier related this idea to his classroom, asking how far a teacher can go toward full disclosure of himself to his students.

In the first of three discussion groups he joined, Pelletier agrees with his colleagues that Watergate is on students' minds. "I had one girl who told me, 'Well, we had Watergate for dinner last night.' "

In a second group, Pelletier listens to another teacher's idea: "We can bring it down to what children can understand—the games they play. I mean, are they playing Watergate out there on the playground? Or are they playing fairly so they can all enjoy the game?"

Pelletier joins a third discussion group and suggests one thing students can learn from Watergate: "We can help them learn to look over what might happen as a result of a decision they make—and help them see that they must make a decision and live with it."

A LETTER TO PRESIDENT NIXON

October 24, 1973
President Richard M. Nixon
The White House
Washington, D.C.

Dear Mr. President:

The nation's 2.2 million teachers share in the groundswell of public outrage registered by millions of Americans in the Administration's handling of the Watergate scandals. The astounding events of last weekend have struck the nation's classrooms like a thunderclap.

Teachers are asking me how they can fulfill their responsibilities in teaching young people the moral, ethical, and spiritual values required in a free society while the President of the United States disregards the nation's traditionally high standards of morality.

Five years ago as you began your first Administration, Mr. President, you promised to bring the nation together. Your recent actions, we fear, are pulling us further apart. This is reflected in your treatment of education and other human resource needs being relegated to a dismally low level of national priorities by your Administration. This characterization of the Nixon years in the field of education has now extended to the whole area of your Administration's service to the public.

Teachers and the nation were heartened yesterday by your decision to release the celebrated secret Watergate tapes for judicial review. This action has helped restore some of the lost confidence in your ability as the moral and spiritual leader of more than 200 million Americans. We hope for the nation's sake that your change of heart will signal a new beginning in getting on with the people's business.

Mr. President, you need not be a prisoner of your past record. The nation is demanding that you restore the confidence of the nation in the integrity of its leaders. You need only to turn to the people and relate to their pressing daily needs.

America's teachers and the nation, Mr. President, will be looking to you in the hope that you will chart a course calling for new leadership aimed at healing the nation's wounds. In this endeavor, you can count on our wholehearted support.

Sincerely,

Helen D. Wise

(Dr.) Helen D. Wise
President
National Education Association

TEACHERS STRIKE

More than 100 teacher strikes erupted this fall.

States having the most teacher strikes were Michigan (with some two dozen) and Pennsylvania (with more than ten). New York, Ohio, Wisconsin, New Jersey, Colorado, California, Tennessee, Illinois, Indiana, Minnesota, and Texas all saw teachers on the picket line.

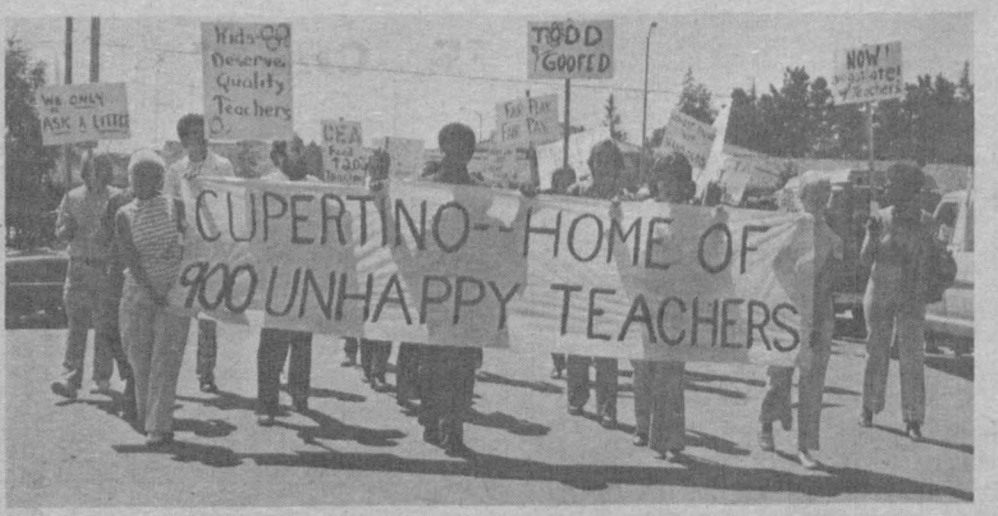
As of October 29, the National Teachers Assistance Fund had authorized $2,002,100 in loans to striking teachers in associations in six states. The fund is a corporation with membership from NEA and some 30 state education associations.

TO WIN FAIR PAY

Teachers had to "run fast to stand still" just to counter mounting inflation, NEA Executive Secretary Terry Herndon said this fall. "Rising costs have, in many cases, exceeded teachers' annual in-grade increments."

Not surprisingly, these pressures led to teacher strikes. Caught between rising costs and growing taxpayer resistance, school boards tried to hold salaries down. Teachers, caught in the inflation bind themselves, sometimes had no choice but to hit the bricks.

NEA, convinced that added federal funding could relieve some of this pressure, continues its fight for a one-third U.S. share of school costs. Meantime, teacher-school board confrontations continue.



Teacher-picket in Lansing, Michigan, expresses her view on the need for higher teacher pay.

Teachers in Cupertino, California, the largest elementary district in the state, march during a five-day strike. Teachers won a 4.1 to 5.2 percent pay boost.

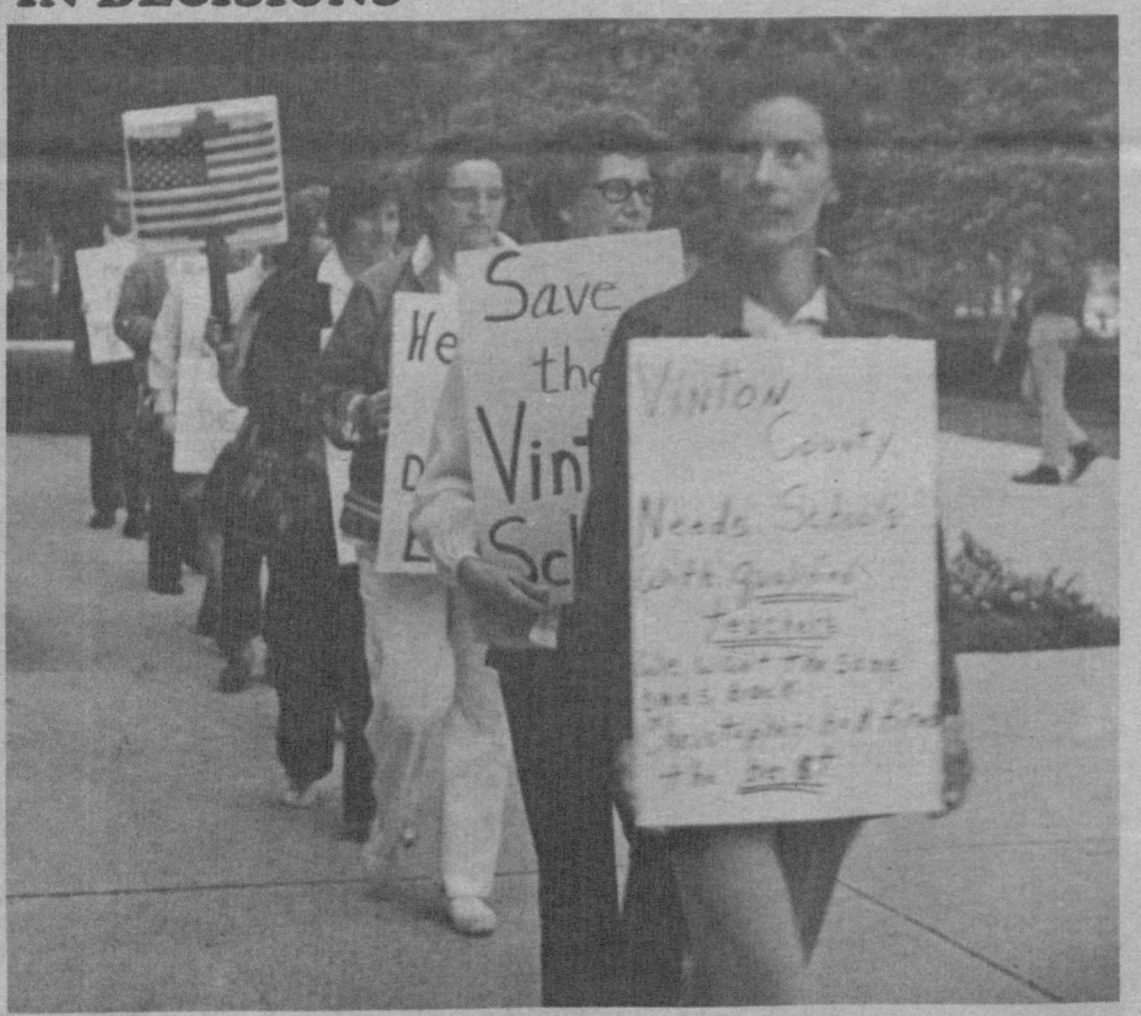
FOR A VOICE IN DECISIONS

"Throughout the nation, teachers are developing a new concept that educational policy must be shaped by a cooperative effort of all those who have a vital interest in the educational process," Dewane Barnes, president of a suburban Chicago education association said during a strike this year. His association was on strike because the school board refused to talk with teachers or to recognize the teachers association as the bargaining agent.

"The teacher is handicapped severely as he strives to make educational decisions in the classroom," says Donald A. Myers in a new book, *Teacher Power: Professionalization and Collective Bargaining.* "The mammoth hierarchy of authority above the teacher . . . limits his decision making by preempting the teacher's decisions."

Through their associations, teachers are now winning the right to a voice in decision making.

But the struggle is not easy. School boards, loath to give up their power, often work together to block associations (school board collusion, a Michigan association leader calls it). And, NEA Executive Secretary Herndon says, "some boards, finding that contract provisions they agreed to in prior years took away more of their autocratic power than they wanted to relinquish, now would like to do some taking back or watering down."



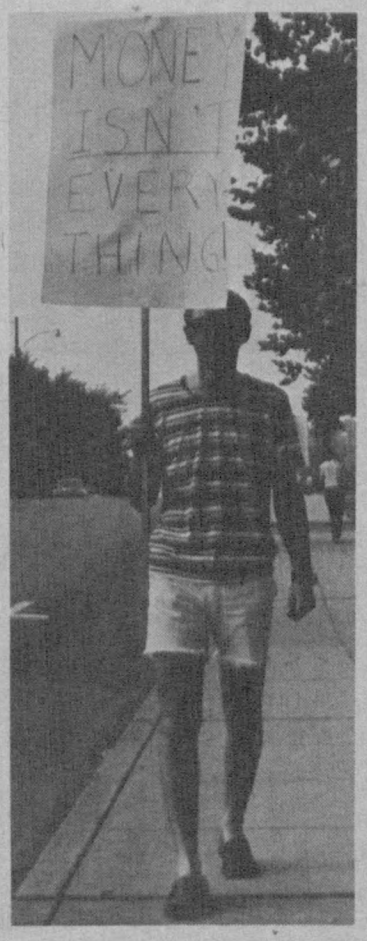
Violence, protest marches, and fired teachers were part of a 25-day teacher strike in rural Vinton County, Ohio, this fall. After 87 educators were fired, parents joined teachers in protesting at the State House in Columbus. The strike ended after the Ohio auditor's office refused to send state money to Vinton schools while most teachers were not on the payroll. Vinton County teachers brought about reinstatement of all staff and won the district's first master contract.

The president of the Vinton County association found his jeep damaged by a fire bomb. Newly deputized marshals were called in when teachers picketed.

FOR BETTER SCHOOLING

More than ever, teachers are fighting for contracts that include provisions for the improvement of instruction in their classrooms. In fact, when they were surveyed this year on what NEA should do for them, NEA members gave top priority to "securing better working conditions for teachers—reasonable class size, better equipment, less clerical work, etc."

Several state associations report, too, that teachers are eager to bargain for improved teaching conditions. In Pennsylvania, calls for reduced class size, relief from nonteaching duties, and a voice in textbook selection were among demands made by striking teachers. Class size was a major issue in a Kenosha, Wisconsin, teacher strike. And in Youngstown, Ohio, a fall strike was settled after the district agreed to hire a dozen specialist elementary teachers.



"Money isn't everything," says teacher-picket Jeff Lucas (left) in Chambersburg, Pennsylvania. Teachers throughout the nation are increasingly willing to strike for contract provisions that help teachers teach.

Wisconsin Education Association Council President Lauri Wynn (far left) speaks at a mass teacher rally in Watertown. Prior to the Watertown crisis, teachers worked to involve parents in such problems as busing special education students, inequities in the athletic program, noisy classrooms, and shortages of teaching supplies.

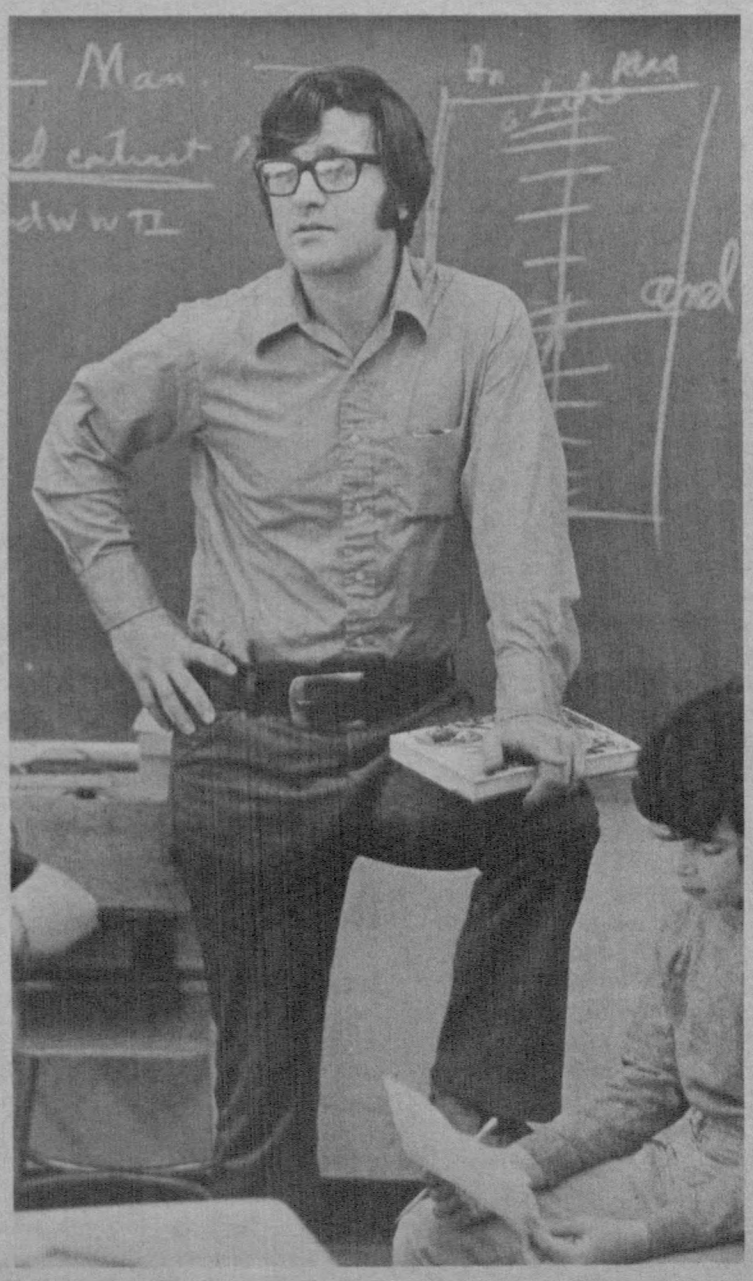
Advances in negotiation mean most teachers are in the classroom

Strikes make headlines. But the real story of teacher action this year is that most—about 97 percent—of all American public school teachers were in the classroom when school opened this fall.

Teachers were in the classroom because their associations won solid contracts for them. Strong state and local associations, backed by NEA, often went the extra mile to reach settlement without a strike or to iron out teacher-school board problems while schools remained open.

Although salary isn't everything, NEA Research points out that the nation's top teacher salaries were in districts where negotiations are handled by NEA affiliates.

The continuing efforts of associations to negotiate and to lobby for strong negotiation laws point to further success stories in the future. In NEA President Helen Wise's words: "Strong negotiation laws combined with strong associations can mean fewer strikes, better teaching, better schooling."



This Maryland teacher is where most teachers were this fall—in the classroom, not on the picket line.

NEA's thrust in higher education

COLLEGE FACULTY WIN CONTRACTS

NEW YORK PACT SETS THE PACE

NEW YORK CITY—Organized faculty at the massive City University of New York (CUNY) have done it again.

Back in September 1969, when bargaining in higher education was a relative rarity, full-time CUNY faculty represented by an NEA affiliate won a landmark contract which, among other things, reputedly set the highest college salary scales in the nation.

Now, some four years later, all instructional staff here at the nation's third largest university have ratified a strike-averting successor contract won after a 15-month battle with the New York City Board of Higher Education (BHE).

Belle Zeller, newly elected president of the merged NEA-AFT representative organization at CUNY—the Professional Staff Congress (PSC)—hailed the new contract as a milestone in faculty unionism and told faculty that it was only their determination to strike that yielded an agreement.

In announcing tentative agreement on the new three-year contract in late August and wholeheartedly recommending ratification, Zeller said: "We have hammered out a contract that advances the quality of education at City University and that advances the professional excellence of the instructional staff.

"The due process clauses do much more than protect the rights of individuals. They assure that the best individuals are retained, rewarded and advanced.

"By rising above the bread-and-butter issues and focusing on educational and professional concerns, this contract is very likely to set the pace for faculty unionism throughout the country," she said.

On September 25, PSC members ratified the contract by a margin of more than 6 to 1, averting a strike which would have affected 16,000 instructional staff and 240,000 students at CUNY's 10 senior colleges, eight community colleges, and one graduate center.

Two significant provisions in the new contract are recommended workload and class size limits aimed at improving the quality of education at CUNY. PSC had pressed for these ceilings—unique to higher education contracts—in order to stem the tide of "assembly-line productivity" and resultant high dropout rates which have plagued CUNY since the advent of its open admissions program in 1970.

Other important clauses include:

- Salary parity between community college and senior college staffs by January 1, 1975.
- Due process, including appeals through established grievance and arbitration machinery and ultimately to a faculty review committee, when college presidents overrule faculty recommendations to reappoint or promote—"a major breakthrough in the absolute authority of college heads," according to PSC.
- Evaluations of teaching faculty based primarily on teaching effectiveness, rather than publications or research—"a significant precedent in higher education labor relations," the PSC president said.
- Equity for CUNY instructors who, for the first time, will become eligible for "contractual tenure" after five years' service.

The CUNY contract retains the increment salary system "which the Board had attempted to abolish as one of its most insistent negotiating demands," according to Zeller.

"In addition to the increments, which by themselves average 4.7 percent [annually]," Zeller pointed out that "we have won salary increases that guarantee every full-time member of the instructional staff another $2,200 over the life of the contract.

"Together, these increments and increases raise individual salaries, on the average, by $4,738. The new top salary is $33,475," she said.

The chronology of this round of CUNY bargaining, initiated in June 1972, reads like a blueprint for breaking a faculty union, with the BHE refusing to even recognize and negotiate with PSC in the first instance and then adamantly resisting all attempts to resolve the negotiation impasse first announced in September 1972.

Throughout the long months of mediation and fact-finding last winter and spring, PSC stood firm in its demands for improvement of the quality of education at CUNY. But, while it disagreed with some of the recommendations made public by a state fact-finding panel last May, it agreed to accept the fact-finders' report in order to reach settlement.

The BHE, which already had been charged with coercion by the New York Public Employment Relations Board, refused to accept the factfinders' report and offered PSC a one-year retroactive contract incorporating terms repudiated by both the union and the fact-finders.

Moreover, it threatened to dictate the same terms if PSC rejected the offer—which it did—and subsequently designated itself as the "legislative body" authorized to hold hearings and unilaterally impose a final "settlement."

Faced with this chain of events, PSC members voted July 6, 1973, by a good 3 to 1 margin to authorize a strike October 1 unless agreement had been reached.

Looking at the situation in retrospect, Zeller found it "regrettable" that CUNY instructional staff "had to go to the brink—that the settlement was reached only after we decided to strike if no agreement were negotiated.

"Yet that we went to the brink after a year of patience under extreme provocation is to our credit. Our reward is the opportunity to establish labor peace at the City University without job action and with a decent contract."

Chancellor Phillip C. Helland signs the master contract won by Minnesota's 18 public junior colleges. Others in the picture are MJCFA Vice-President-Elect James Durham (seated left), state negotiator Larkin McLennan (with cigar), MJCFA President Jerald A. Larson (seated right), MJCFA Executive Secretary Ralph Chesebrough (standing center), and Clarence W. Peterson (standing right), president of the Minnesota Junior College Board.

EQUITY FOR WOMEN FACULTY WON IN OHIO

YOUNGSTOWN, OHIO—Salary equity and parity for women faculty is a key gain in the new Youngstown State University (YSU) contract. In fact, many university women here will see 30 to 40 percent salary increases this year.

Equity payments for women are just one element of the one-of-a-kind $175,000 special fund negotiated by the Youngstown State University Chapter of the Ohio Education Association (NEA) to eliminate salary disparities and provide monies for faculty promotions, attainment of terminal degrees, and merit recognition.

Salary inequities are not uncommon in the nation's colleges and universities, but the Youngstown association's negotiated answer to that long-standing (and little-solved) problem is.

Moreover, the association's first contract was won by knowing how to organize, win recognition, and bargain in a state which has no public employee bargaining statute. Only two college faculties in Ohio have bargained collectively to date; Youngstown faculty are the first state university faculty to do so.

The saga began in the fall of 1970 when an independent group of faculty raised money to support two Youngstown professors who faced termination. One of the professors subsequently joined OEA, formed an OEA chapter, and the ball began rolling—often with the help of a university president who once attacked OEA.

Throughout the following year and a half, as the chapter organized, built support, and worked toward an eventual May 1972 election, it published a newsletter hammering at issues adversely affecting faculty employment conditions: low faculty salaries, threatened faculty retrenchments, discrimination against women faculty, inadequate grievance avenues, administration domination of the University Senate, and the university's refusal to release its operating budget and related financial records.

Many of these issues ultimately were submitted to the bargaining process, where the Youngstown association won significant improvements in a number of areas. Among them:

- Average salary increases of 10.5 percent for nine-month faculty during

NEA's thrust in higher education

Throughout negotiation, faculty stood firm in demands for quality education at City University of New York. Shown here on the 1972 picket line are (left to right) University Student Senate Chairman Alan Shark, PSC Deputy President Israel Kugler, and PSC President Belle Zeller.

the first year of the contract.

- A four-step grievance procedure ending in final and binding arbitration.
- A radically revised promotion procedure stating that a faculty member's "performance in teaching, scholarship, and University service" shall be the "primary factors in his promotability," and providing faculty with majority representation on the University Promotions Committee.
- Strong protections for faculty in the event of retrenchment, including the factors to be considered in determining the necessity for retrenchment, prior exhaustion of other means of staff reduction (normal attrition, leaves, loans, and transfers), and full faculty insurance benefits at university expense for one year after the date of layoff.
- Full due process, including a written statement of reasons, a hearing, and a final appeal to arbitration under the grievance procedure, for tenured faculty members faced with termination for cause.
- A "parental leave" clause defining pregnancy as a medical disability, allowing use of sick leave during maternity leave, and providing that faculty husbands may be granted sick leave "for prenatal and postnatal care of the wife."
- Restrictions on the contents of faculty members' official personnel files and limitations on access.
- Faculty selection of new department chairmen, and annual evaluations of chairmen by department members with ultimate recourse to the grievance procedure if, after three successive negative evaluations, 75 percent of the members of a department feel the dean has not taken appropriate action.

The contract provision establishing the $75,000 special fund calls, in part, for a joint association-administration committee to "study bargaining unit salaries with respect to intra-university relations as well as inter-university relationships and . . . adjust salary levels in accordance with any agreement arising out of such study . . . as soon as legally possible. . . ."

Within two months after ratification of the contract, the committee completed its work, and the parties negotiated an addendum to the contract outlining a plan to reduce salary inequities at YSU and formalizing each faculty member's total salary increase for the present academic year.

The plan includes applying a special formula to adjust salaries of women faculty, because a 1970-71 study had shown that women were paid at substantially lower rates than men.

Bargaining of the contract began in August 1972 when the parties met to establish ground rules and agree (or so the association thought) to an impasse procedure. But, as the parties met through the fall, it became clear that the university was stalling.

Then, after the association successfully battled a threatened faculty retrenchment program, the YSU president resigned and the new chairman of the board of trustees announced his intention of taking a hard line in negotiation.

A marathon 30-hour bargaining session in late winter 1973 produced movement on a number of items, but the university trustees subsequently refused to accept some concessions made by the university team at that session, attempted to withdraw the team's authority to negotiate, and wanted to abrogate some agreements already reached.

In light of these circumstances, the executive committee of the Youngstown association called for a strike authorization vote. It passed by a 4 to 1 margin. Within two days the university trustees met, restored the authority of its negotiaitng team, and scheduled the remaining bargaining sessions. On May 23, Youngstown faculty ratified the new contract by a vote of 206 to 8.

The two-year contract, negotiated over an 18-month period, also breaks with tradition in higher education by establishing a new model for faculty participation in academic governance. In additions, it contains a cost-of-living escalator clause designed to ensure faculty salary increases commensurate with spiralling economic conditions.

Negotiated by the Minnesota Junior College Faculty Association (MJCFA), the agreement is a first for the state in higher education. MJCFA is an affiliate of both the Minnesota Education Association and NEA and has long represented two-year college faculty in dealings with the Minnesota State Junior College Board.

Ralph Chesebrough, MJCFA executive director, reported that "while there were pockets of concern among faculty about the elimination of the word 'tenure' in the contract, the vast majority of junior college faculty saw the contractual employment guarantees and due process protections as a great improvement over existing conditions."

He explained: "Many faculty feel that the word 'tenure' has some kind of magic attached to it—that if they lose the word, they'll lose tenure.

"On the other hand, our members were all too well aware of the three termination cases—all involving nontenured faculty—we've been fighting through the courts for over a year. As a result, they were primed for pushing the issue of full rights for nontenured faculty.

"What we did was work closely with our lawyers in drawing up our negotiation proposals so that college employment would be treated in the contract as a 'property' right in accordance with the Supreme Court's decisions in the *Sindermann* and *Roth* cases.

"What's happened in actual practice," Chesebrough added, "is that we've eliminated the class system prevalent on most college campuses—the haves and the have-nots, the tenured and the nontenured."

The MJCFA contract thus is the first higher education contract in the nation to guarantee continuous full-time employment from day one to all "unlimited full-time" faculty unless economic conditions necessitate staff reductions (according to specific contractual procedures) or it is established through comprehensive due process procedures that there is other just cause for termination.

Any "unlimited" faculty member faced with dismissal for cause or suspension and discharge has recourse to the full range of due process protections spelled out in the contract, with a final appeal under the final and binding arbitration clause of the grievance procedure.

The contract's cost-of-living escalator, described by Chesebrough as "a real milestone," mandates semi-annual adjustments of faculty salaries according to a contractual formula applied to differences in the Consumer Price Index for the Minneapolis-St. Paul area over specified periods of time.

Full legislative funding for the economic portions of the MJCFA contract—particularly the cost-of-living clause—looked pretty bleak at the time the contract was signed. But "with a massive lobbying effort concentrated on who was appointed to the conference committee considering the contract, we won nine of the 10 committee votes and won full funding," Chesebrough said.

The third precedent-setting innovation in the MJCFA contract—a new model for faculty participation in academic governance—boils down to the elimination of traditional faculty senates. Under Minnesota statute, it is illegal for college administrations to deal with any bodies other than the recognized bargaining agent on matters of faculty employment conditions or policies.

In place of the campus senates, MJCFA must establish a contractually detailed series of local and state committees which will meet with local campus administrators or state board officials on matters of concern to either party. Such matters include questions of personnel, student affairs, curriculum, facilities, and college fiscal policies.

The 18 Minnesota public junior colleges covered by the MJCFA contract are; Anoka-Ramsey State Junior College; Austin State Junior College; Brainerd State Junior College; Fergus Falls State Junior College: Hibbing State Junior College; Inver Hills State Junior College; Itasca State Junior College; Lakewood State Junior College; Mesaba State Junior College; Metropolitan State Junior College; Normandale State Junior College; North Hennepin State Junior College; Northland State Junior College; Rainy River State Junior College; Rochester State Junior College; Vermilion State Junior College; Willmar State Junior College; and Worthington State Junior College.

18 JUNIOR COLLEGES COVERED IN MINNESOTA

MINNEAPOLIS, MINNESOTA—Last May nearly 1,000 faculty members in Minnesota's 18 public junior colleges ratified a precedent-setting master contract which substitutes strong, comprehensive employment security provisions and due process guarantees for the long revered concept of tenure *per se*.

NEA's thrust in higher education

DUSHANE FUND BACKS COLLEGE FACULTY

Some 115 separate lawsuits involving college faculty experiencing employment difficulties have received substantial support from the DuShane Emergency Fund since NEA began to organize higher education faculties.

Faculty in community, junior, and four-year colleges and universities have been provided with legal assistance, including payment of legal expenses and subsistence loans, to enable them to challenge in the courts adverse administrative actions.

Many precedential decisions which will assist all educators have come out of suits brought by higher education faculty.

Higher education cases involve issues familiar to teachers in elementary and secondary education, such as procedural due process and First Amendment rights, reductions in force, and sex discrimination.

Procedural Due Process

A noteworthy advance for faculty rights is the *Roth/Sindermann* ruling—decided favorably for faculty members by the U.S. Supreme Court in June 1972.

The Court affirmed that faculty members—tenured and nontenured—may not be denied a new contract because they exercised a constitutional right. The Court declared that all faculty dismissed in mid-contract as well as tenured faculty are entitled to reasons and a hearing.

The court also indicated that nontenured faculty members may receive procedural due process prior to nonrenewal if the non-renewal decision involves charges which might seriously damage a faculty member's standing and associations in the community or impose a stigma harming future job opportunities. The Court further held that if the employer's practices or policies create a *de facto* tenure situation, reasons and a hearing are mandatory.

Sindermann has settled his suit against Odessa Junior College in Texas for $48,000 in back pay and attorney's fees.

NEA is pursuing litigation to ensure that all teachers are accorded the fair treatment required by the *Roth/Sindermann* decisons and to further clarify the procedural rights of faculty.

For example, the Eighth Circuit recently upheld a lower court ruling calling for back pay for Minnesota junior college instructor Gary Wellner. Further litigation seeking his reinstatement is now being pursued. And, Philip Ortwein won a permanent injunction in federal court requiring the President of the University of South Florida to provide him a full due process hearing prior to any discharge. The court found that the reasons supplied for denial of tenure more than three years ago constituted a denial of his liberty to pursue his career. The university has appealed.

Reductions-in-Force

Massive staff cuts, allegedly for budgetary and performance reasons, at the University of Wisconsin at Oshkosh are under legal investigation, with funds supplied by NEA and its Wisconsin affiliates.

Reductions-in-force at Miami-Dade Community College are being challenged in the Fifth Circuit. Four nonrenewed faculty members allege that non-renewal decisions were based on subjective factors. Several faculty association organizers are also alleging administrative harassment.

Women's Rights

Within the higher education area, the DuShane Fund has channeled its resources against anti-nepotism rules, salary inequities, and discriminatory maternity leave policies.

Anti-nepotism practices are under attack because they discriminate against women by forcing colleges to choose between spouses, with the husband invariably obtaining tenure or a promotion and the wife relinquishing her career.

In one such case, a former instructor lost her position eight years ago because her husband was already a tenured member of the faculty at the University of Massachusetts at Amherst. Aino Jarvesoo was recently reinstated with full benefits.

Still before the courts is the case of Emmeline Lewis. She and her husband, both biology instructors, were informed by the San Jacinto Junior College president that they could not work in the same department. She was offered a lower paying position in the psychology department.

The Association of Faculty Women at the University of Wisconsin was assisted by WEA and NEA in a salary equity case. The association eventually won $911,000 in back pay in a settlement of a sex discrimination case.

The first federal ruling concerning unemployment compensation benefits for pregnant women has been won by Sabine Jordon, who had taught at Connecticut College. Thanks to NEA's DuShane Fund and the Women's Law Fund, Connecticut women may now receive unemployment benefits retroactive to January 1, 1971, if they can show they were physically able to work and were actively seeking employment during the period two months before and after childbirth.

Academic Freedom

Arbitrary firings and nonrenewals that follow exercise of First Amendment rights are also being challenged with NEA support.

Shirley Schell's allegations that her dismissal from Delaware Technical and Community College was in retaliation for joining colleagues in signing an EEOC complaint of sex and race discrimination against the college and for criticizing the college administration have been upheld by a federal district court. The court, ordering Schell's reinstatement, declared that the termination had "no factual basis or factual support and not only was for a reason unrelated to her employment, but also was for federal protected activity."

Patrick Dougherty, in another free speech case, recently received a back pay settlement from the University of Missouri at Columbia. A political science instructor, he was dismissed in mid-contract for his activities protesting participation of the university's band and football team in a parade sponsored by an allegedly racist organization.

NEA and the Maryland State Teachers Association are assisting Roger M. Shaw and Richard A. Winn, former Frederick Community College professors, in their recently initiated lawsuit seeking reinstatement and lost salary.

They have charged that their dismissals were in reprisal for exercise of their First Amendment rights. Last spring Shaw and Winn urged faculty senate members not to go on strike to protest trustees' refusal over the 1972-73 academic year to grant negotiation rights to the faculty. Instead, 32 faculty members attended commencement exercises without academic regalia. Subsequently FCC attempted to fire them; Shaw and Winn were actually fired.

Retirement Issues

Illegal spending of faculty retirement funds, including crediting interest on the teachers' money to the employers' account, is being challenged in a suit filed by the Los Angeles College Teachers Association against the Los Angeles Community College District.

The DuShane Fund and the California Teachers Association are also providing financial aid in this legal battle in state court to recover funds for 2,500 faculty. The board is further charged with not fully informing certificated employees about the consequences of joining the state retirement system.

"I owe my gratitude for the outcome of my case essentially to only two parties: to my own attorneys, Barnett and Clarkson, and to the NEA, which furnished funds not only for subsistence but also for the vital legal assistance and which provided lawyers to effectively argue my case at both the Fifth Circuit and U.S. Supreme Court levels.

"Had the NEA not come to my rescue in this manner, I don't know what the outcome would have been."—*from a letter by Robert Sindermann*

"I thank you and the DuShane Fund Committee for your help in bringing my Federal Court action to a successful conclusion. It is my firm belief that the NEA's strong commitment to the protection of teachers' rights all across this country represents an important phase in the teacher's struggle towards first-class citizenship."
—*from a letter by Patrick Dougherty*

Many black educators still dismissed or demoted

WASHINGTON, D.C.—Racial discrimination in the dismissal or demotion of black teachers and black principals continues to be extensive in the South even though a 1969 court decree strictly banning such practices has been the official guideline, NEA and the Mississippi Teachers Association have declared.

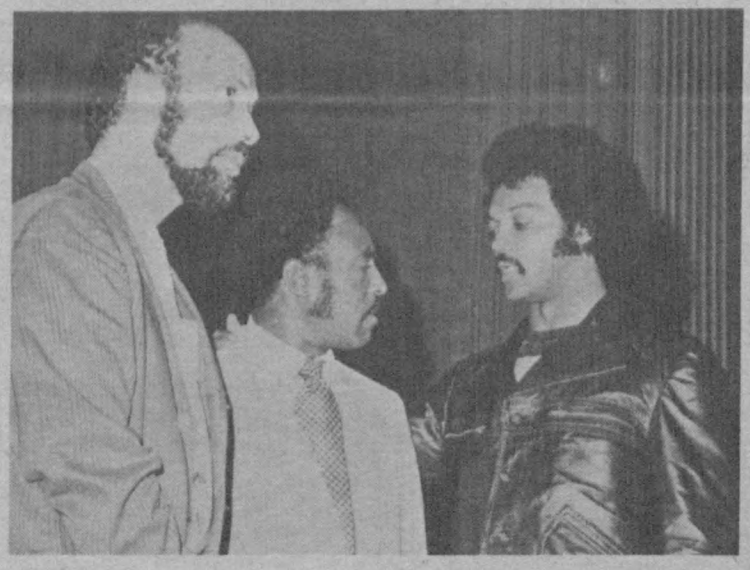
Analyzing statistics of the U.S. Department of Health, Education, and Welfare, some of which had not previously been published, NEA and MTA informed the 5th U.S. Circuit Court of Appeals, New Orleans, that many school districts in Alabama, Florida, Georgia, Louisiana, and Mississippi "have deliberately depleted the ranks of their black teaching forces."

Data from three-fourths of the districts in Alabama, Georgia, Louisiana, and Mississippi show a decline of more than 2,500 black teachers between 1968 (the year immediately prior to the start of meaningful desegregation) and 1972 (latest available figures). During the same period, there was an increase of 3,387 white teachers in these districts.

Data from 70 percent of the districts in Florida, Georgia, Louisiana, and Mississippi show that between 1968 and 1972 these districts eliminated almost 20 percent of their black principalships while increasing their white principalships by 6 percent.

The figures on depletion of black educators are included in a friend of the court brief filed this fall with the circuit court by NEA and MTA. The associations are supporting three black teachers and a black assistant principal who were terminated by the Columbia, Mississippi, school board in 1970.

NEA President-Elect James Harris visits PUSH EXPO 73 in Chicago. The exposition, sponsored by People United to Save Humanity, had as its theme this year, "Save the Black Colleges."



Harris talks with Rev. Jesse Jackson (right), chairman of PUSH, and Albert Raby, director of United Teachers of Chicago.

The NEA president-elect chats with schoolchildren at PUSH EXPO.

Arrests led to deaths at Southern University

BATON ROUGE, LOUISIANA—NEA has charged that the arrests of student leaders during demonstrations in November last year here at Southern University were responsible for the subsequent deaths of two students.

"All evidence points to the conclusion that the untimely and extraordinary arrests robbed the demonstrations of much of their effective student leadership . . . and were the immediate cause of the confrontation that ended in death on the morning of November 16, the NEA concludes.

NEA's findings are contained in a 62-page report summarizing a six-month investigation of last year's violence at Southern. The report was released at a news conference here.

The decision by university officials to initiate action which led to the arrest of student protest leaders and the firing of two teachers stems from a tradition of authoritarian control and exemplifies the nature of Southern University's deeply rooted problems, according to the NEA report.

NEA hits plan to double tuitions

WASHINGTON, D.C.—A proposal to more than double undergraduate tuition charges at the nation's public colleges and universities was denounced by NEA President Helen D. Wise as "an attempt to roll back the clock in higher education for lower and middle income families."

The plan, recommended by the business-oriented Committee for Economic Development, essentially calls for decreased state and federal subsidies of higher education and is aimed in part at narrowing the tuition gap between private and public colleges.

"This plan aims a direct blow at the children of working and middle-income families by sharply limiting their prospects for a four-year college education," said President Wise. "Its immediate effect," she pointed out, "will be to force many parents to seek commercial loan money at exorbitant interest rates. If such money can be found in today's tight market, many families will be unable to afford the higher cost, and students will be forced to drop out.

"This, in effect, closes the door to higher education for a whole generation of moderate-income youth seeking to better themselves," she added.

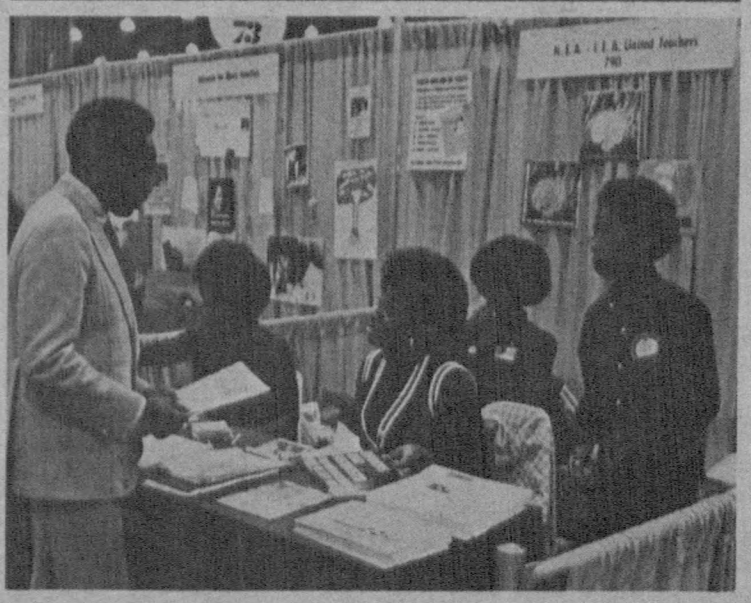
1974 NEA meeting moved to Chicago

WASHINGTON, D.C.—Due to the "insurmountable problem" of growing delegate numbers, NEA has moved its 1974 Convention site from Minneapolis to Chicago.

In announcing the change, NEA President Helen Wise noted that more than 12,000 delegates, members, guests, exhibitors, and staff had attended the 1973 Convention in Portland, Oregon, and that a minimal seven percent increase in delegate attendance is projected for the 1974 Convention.

"Given these facts," Wise said, "we have no choice but to postpone any meeting in Minneapolis/St. Paul until such a time when the potential number of delegates is adequately reduced." She added that it is her hope that the Association's governing bodies will approve a reduction in delegate size in the near future.

The dates of the Chicago Convention are June 28 through July 3, 1974.



Harris stops by the NEA-Illinois Education Association booth at the exposition.

NEWS BRIEFS

Membership going up

WASHINGTON, D.C.—NEA affiliates have committed themselves to signing up 1,455,106 NEA members by May 31, 1974, it was announced here. The membership goal, when reached, would add some 78,000 to present NEA membership—1,377,998 on May 31, 1973.

(Neither this figure nor the goal commitment includes the more than 60,000 Student NEA members.)

NEA membership officials were optimistic about the commitments for increase. "Though it is still too early to talk about hard figures," Membership Manager Joseph Fisher said, "we should remember that the goals were set by the states themselves. We expect solid results from this year's membership campaigns."

Fisher pointed out that Alabama—in its first year of unified membership—has already enrolled as many members as last year. He added that New York has committed itself to a 200,000-member year; California has set a 100,000-member goal; and Pennsylvania is going for more than 89,000 unified members.

Scholarship deadline set

WASHINGTON, D.C.—NEA announces that applications for the seventh annual William G. Carr Scholarship may be submitted until February 1, 1974. The The scholarship award was established to promote two of the former NEA executive secretary's primary interests: strengthening independent professional education organizations and international education.

In keeping with the plan to alternate from year to year the category in which the award is given, the 1974-75 scholarship will be awarded for a graduate study program which contributes to professional organization work.

The $2,000 scholarship award is designed to encourage and develop the capable and constructive leadership the teaching profession needs to achieve its goal of quality education. To qualify this year, a candidate must be an officer or staff member of a local or state professional organization in the United States pursuing or completing graduate education in some aspect of professional association work.

Application forms for the 1974-75 award are now available. All requests for applications or inquiries regarding the scholarship should be directed to Robert Miner, Executive Office, NEA Center.

TAKING RISKS

NEA-Oregon seminar looks at sex stereotypes

ALOHA, OREGON—"Teacher" has never been associated with "activist" until recent years. But taking risks is what NEA staff member Shirley McCune urged at an in-service seminar here on equal rights.

"It's time to take risks, personal and professional risks, in order to give equal rights to minorities, women, and men," McCune told the more than 200 conference participants.

The conference, one of more than 20 such recent association meetings, was sponsored jointly by NEA and the Oregon Education Association and was coordinated by the Washington County Women Educators.

Sexism and racism are inextricably combined and need to be dealt with together, emphasized several conference speakers. Mary Jo Hall, of the Oregon State Department of Education, commented: "If we concentrate on ending discrimination against only one group, we'll end up with no help for any."

Oregon State Legislator Les AuCoin, a panel participant, agreed: "We must work together. The 1972-73 Oregon legislature made a wide variety of new powers available to minorities and women. We now have support backed by law."

"Relevance in education assumes a partnership," added Jeanette Gates, parent, lobbyist, and panel member in a presentation on multilingual, multicultural curriculum.

Much of the conference was directed toward developing a plan to take "back home"—an affirmative plan for action against discrimination on the basis of sex, race, religion, national origin, age, physical or mental handicap—a plan to be used at classroom, school, and district levels.

As keynote speaker, McCune listed several courses for action. "The development of an affirmative action program in your district can be a powerful aid in the move toward equality," she said, "as well as reviewing your teaching contract for inequalities under the new laws."

Stressing that boards of education and superintendents will need information to protect themselves against lawsuits caused by changes in equal rights laws, McCune suggested that activist teachers work together with these people to set up strong affirmative action programs. Filing an actual complaint can be used as a method to force reluctant school boards to comply with the new laws, McCune said.

Carol Hewitt, a Portland lawyer active in the American Civil Liberty Union, said that "affirmative action programs will help us reach the point where race, sex, or religion is not a factor in advancement in employment or education."

Charlotte Hallam, NEA teacher rights lawyer, reviewed legal ways of attacking discrimination under the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and the Equal Pay Act.

At the classroom level, McCune noted, teachers must exert leadership in the personal practice of equal rights. Teachers need to test themselves for prejudices against minorities, to avoid the dangers of sex role stereotyping, and be prepared to educate colleagues and administrators who are unaware. Cooperating with community groups who are pressuring for equal rights can give teachers additional

Oregon State Senator Betty Roberts urges conference participants to "aggressive affirmative action" programs.

Oregon State Legislators (left to right) Les AuCoin, Pat Whiting, and Lloyd Kinsey encourage teachers to move for teacher rights now that new stronger laws have been passed.

power, she added.

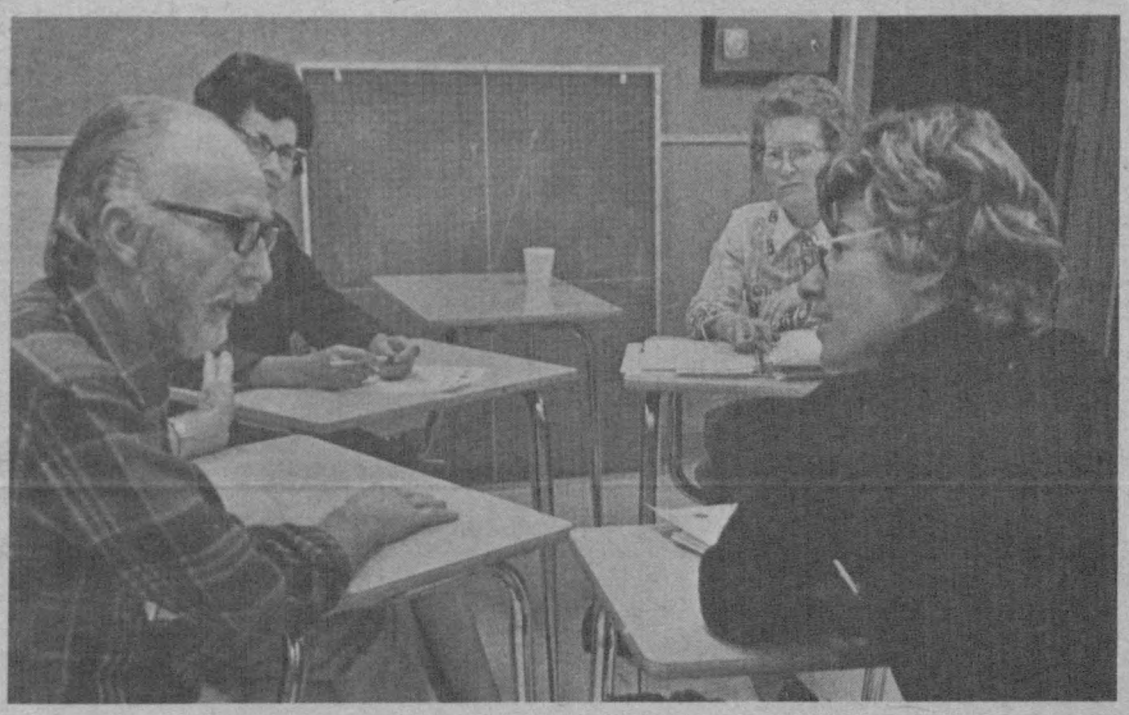
In schools, McCune said, sexism and racism happen in several ways: teacher and administrator behavior, conscious or unconscious, shows students stereotypic models and actions. "In one school studied, fourth grade girls thought they had only four careers open to them: teacher, secretary, nurse, or mother." They wanted, however, to be policemen, and upon inquiry, it was discovered they greatly admired the female crossing guard, who wore a police uniform and had the power to stop cars and direct the children, McCune said. "Few female star athletes have ever received training in the public schools," McCune went on. "We spend $10 per boy and $1 per girl, nationally, for physical education programs."

Conferees learned that racial and sexual bias shows up blatantly in textbooks and instructional materials. Speaker Gwyneth Britton, of the Oregon State University Education Department, reported how sexually biased 4,144 commonly used preschool through tenth grade stories are. Her study shows major characters in the stories as 58 percent male, 14 percent female, and 28 percent "neuter," with even the neuters coming out ahead of the females. The number of career roles available to those female and male characters were even more lopsided—81 percent of the roles were male.

Oregon State Senator Betty Roberts reminded conference participants that "the Equal Rights Amendment didn't pass the Oregon legislature just because the eleven women there voted for it—a lot of men spoke for it and voted for it, too."

Oregon State Representative Lloyd Kinsey, who is also a counselor-teacher at Alameda Grade School in Portland, said he believes that the atmosphere is conducive to change in the area of human rights. "There was great and sharp debate in committee, but the Equal Rights Amendment whisked right through both legislative houses," he said.

Multilingual, multicultural curriculum in the schools is an important part of the fight for human rights, an afternoon panel concluded. Panelist Alicia Ramirez stated: "What we need in America is not a melting pot, but a salad bowl." Our programs should be supplemented with multilingual, multicultural materials, Irma Fischman, another panelist, added. In the elementary schools is where it needs to start, panelists said.



Hillsboro High School Teacher Don Lacy and parent Berta Delman discuss problems of minority studies programs in predominantly white schools. Two other teachers listen during the Oregon meeting.

EQUAL RIGHTS: BROAD SOCIAL MOVEMENT

By Robin Staab

There's a rumor going around the teaching profession that the Little Engine That Could is a girl.

If a recent Equal Rights conference I attended in Oregon, sponsored by NEA and OEA, is any indication, women *are* getting things done. Since the NEA-Office of Education's Conference on Sex Role Stereotypes in Education happened in November, 1972, more than 20 of these seminars have been held in different states. There's a lot of talking going on, anyway, and a lot of female togetherness seems to be giving women educators and women in community service the push they need to act.

Two NEA staff members, Shirley McCune and lawyer Charlotte Hallam, left me feeling that, as an old-timey teacher activist and human rights advocate, there's much information and many new statutes that are going to help me out. An enormous amount of information was landed on the people at the conference, and, helpfully, much of it dealt with where-to-go and whom-to-see for more and continuing action.

As a product of a lot of reading, more talking, and some ugly experiences, my "consciousness" had already been "raised" before I went to this seminar. I went as a parent, especially, this time, to see in particular what I could learn about helping out my kindergarten son, who has a teacher more learned in coping than in sensitivity. I didn't learn much in particular. In general, though, I learned a great deal.

One assumption that drives me nuts is men believing that since they kept us down all those years, we're going to pull the same power trip on them. Most of the intelligent, hip, liberated, whatever, women I know got over their feelings of wanting to get even around stage two of their sensitization. (Stage one is the slow, or possibly abrupt, realization that you are the victim of discrimination. Stage two happens when you look around to see who's doing it to you.) Of course, there are times when the urge to retaliate may surface briefly, but, in general, we pass on to stage three, namely equal rights for all, which includes everybody, no exceptions, all the folks, with no one left out. And that means men too.

While men were in the minority at the Oregon conference, and several I talked to felt they had been misled concerning the chief topic of interest there—"We thought this was supposed to be about equal rights, not women's rights"—I felt their criticism was unfair. The similarity of sexist and racist discrimination was often spoken of by panelists and speakers. In fact, affirmative action programs—plans by which discrimination on the basis of age, sex, race, religion, national origin, mental or physical handicap would be slowed or halted by deliberately hiring, promoting, and making visible more of the people discriminated against—were a major source of conversation and speech-making. Also, Oregon State Senator Betty Roberts spoke of men's rights almost exclusively. (Men have bad backs and women have dishpan hands for the same reason: society expects the same physical talents in all men and the same mental passivity in all women.)

So that takes me back to equal rights. They are *human* rights, and we all need them. But it's not going to be easy to get them—right, Third Worlders?

Hopefully, though, equal rights seminars like this one in Oregon will keep on inspiring personal action, will keep on educating and supporting more people. Maybe these conferences will help make "activist" an acceptable, not-so-dirty word. Once we get the word okayed, the action itself—the movement towards human rights—may become so strong we can "get over the mountain."

Here's some graffiti: THE LITTLE ENGINE THAT COULD IS AN ACTIVIST.

TEACHER POWER FOR BETTER INSTRUCTION

State-national IPD conference develops strategies to deal with threats to education

WASHINGTON, D.C.—"We must ensure future full utilization of the teacher supply."

"We must develop ways of using the supply of teachers in ways that will upgrade educational opportunities for children."

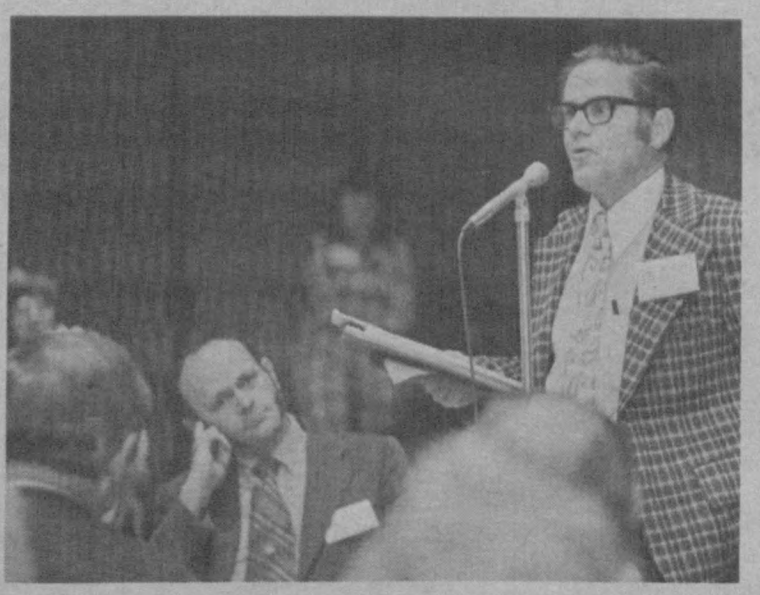
"We must ensure teacher power at all levels of decision making."

"We must develop legislative teacher power."

These and other ideas for teacher association strategy action were developed during the second annual state-national IPD Cooperative Program Planning Conference held at NEA Center here. The conference this year drew classroom teachers and association instructional staff from nearly every state in the union.

Main purpose of the sessions, according to David Darland, NEA's acting director of Instruction and Professional Development, was to develop strategies for dealing with five major threats to public education: (1) the alleged surplus of teachers, (2) performance-based teacher education, (3) national and state assessment programs, (4) vouchers and performance contracts, and (5) teacher evaluation. Strategies developed by the conference are being followed up by IPD and NEA governing bodies.

Min Koblitz, of Scarsdale, New York, presided at the IPD general sessions. She is co-chairman of the IPD Council.



Vouchers and performance contracting concerned Arthur S. Colley, a Connecticut special education teacher. Colley is on leave this year as president of the Connecticut Education Association.

Discussing the alleged surplus of teachers, Paul Tanaka, chairman of the Asian American Task Force, said appropriate class size would just about eliminate the problem.

"There is a conspiracy against the public schools through accountability," Girard D. Hottelman told an Action Talk Group. He is director of educational services for the Massachusetts Teachers Association.

Doris Ray, a Fairbanks, Alaska, teacher, told her Issue Group that their recommended actions will make a difference in the NEA program on accountability.

NEA Executive Secretary Terry E. Herndon (foreground) sits in on a meeting of the NEA Black Caucus during a pre-conference session. At left is E. B. Palmer, of North Carolina, chairman of the caucus; at right, J. R. Spillers, a Mississippi member of the caucus.

New Mexico teacher Jo Allan Tsytee joins the discussion in an Issue Group. She is a member of NEA's First American Caucus.

TEACHERS SEEK THE RIGHT TO BARGAIN

WASHINGTON, D.C.—Teachers want the right to bargain collectively throughout the nation, NEA told the Congress this fall. NEA President Helen Wise, testifying in support of a federal collective bargaining statute for all public employees, said that teachers have both the right and the social obligation to bargain collectively.

President Wise—along with representatives of state education associations and other public employee groups—appeared before the House Special Subcommittee on Labor, chaired by Rep. Frank Thompson, Jr. (D-N.J.). Passage of a federal collective bargaining bill is NEA's top nonfiscal legislative priority.

Wise scoffed at the idea that teacher bargaining is unprofessional. I think I can bargain for my peers at the bargaining table at night and be no less professional when I enter my classroom the next morning," she said. "I don't lose my degrees. I don't lose my experience. I don't lose my ability to work with students and with teachers. I am still a professional."

WHAT THE NEA PRESIDENT TOLD CONGRESS

Here are some excerpts from NEA President Helen Wise's testimony before the House Special Subcommittee on Labor.

For almost 40 years employees in the private sector have had the right to bargain with their employers. More than 30 states have enacted legislation providing for some type of bargaining between public employees and their employers, and the federal government, by Presidential executive order, has guaranteed bargaining rights to most of its own employees. And yet, there still are those who maintain that teachers are somehow "different." They contend that present arrangements for handling teacher-school board relations are on the whole satisfactory and that a system of collective bargaining of the type contemplated for other public employees would be inappropriate for public education.

We strongly disagree: the general feeling expressed by our members is one of dissatisfaction with existing arrangements and a strong desire for change. Stated most simply, what the teachers of this country want is the basic right which other workers have had for decades—the right to a meaningful voice in the formulation of the terms and conditions under which they must serve.

We do not maintain that teachers should have this right simply because they want it. The problems facing education are many and complex. If they are to be successfully resolved, it will be necessary to involve the teachers who, because of their background and training, have a special knowledge and competence which enables them to make a valuable contribution. Collective bargaining offers the most effective vehicle for such involvement.

Teachers must participate in decision-making with respect to teaching methods, curriculum content, educational facilities, and other matters designed to change the nature or improve the quality of educational service being given to the children. It is in regard to precisely these types of matters that teachers, with their special knowledge and competence, can make their most valuable contribution.

* * *

In urging the enactment of a federal statute, we are not unmindful of the fact that a number of states already have statutes which seem to be working adequately. We see no reason why state statutes should not be continued if the state system is substantially equivalent to that provided for in the federal statute, and HR 8677 provides for such continuation.

* * *

I would like to comment on the question of bargaining impasses because we believe that the manner in which this is handled largely will determine the effectiveness of any system of collective bargaining.

Not all strikes by public employees create an emergency or result in chaos. Some public services can be discontinued for considerable periods of time without seriously disrupting the community. Public school teachers, for example, do not perform functions directly affecting the public health or safety. As a result, a disruption of their services for a temporary time probably would not have a serious effect on the public.

One alternative which has been suggested is to provide for compulsory binding arbitration of all bargaining impasses. We are opposed to this approach since we feel that, among other things, compulsory binding arbitration is likely to retard the give and take inherent in the bargaining process. Why should the parties make a sincere effort to compromise during bargaining when by doing so they may prejudice their respective positions if and when they find themselves before an arbitrator?

Another alternative is to legalize the strike. We support this approach and believe that it provides the most effective basis for dealing with the question of bargaining impasses.

The problem, as we see it, is to achieve an appropriate balance—to develop a system that provides for the equitable resolution of employer-employee disputes; that minimizes the need for strikes; and that protects the public interest if and when strikes do occur. A ban on all public employee strikes is not only inequitable and arguably unconstitutional but is, in addition, empirically unsound.

Before going to Capitol Hill, NEA President Helen Wise reviews testimony with NEA legislative manager James Green.

On the Hill, she talks with Rep. Frank Thompson, Jr. (D-N.J.), chairman of the House Special Subcommittee on Labor, and (at left) Rep. William Clay (D-Mo.), co-sponsor of the bill.

President Wise joins (left to right) Howard McClennon, International Association of Fire Fighters; Jerry Wurf, American Federation of State, County, and Municipal Employees; Ralph Flynn, Coalition of American Public Employees.

President Wise tells members of the House panel that what teachers want is a meaningful voice in forming the terms and conditions under which they must serve.

After testifying, President Wise talks about the proposed legislation in the office of Rep. Marvin L. Esch (R-Mich.), another member of the House Special Subcommittee.

Finally, a long day of legislative lobbying done, Wise leaves the Rayburn House Office Building with NEA legislative consultant Charles Olson.

NEA'S AD&D INSURANCE: THE ANYWHERE, ANYTIME TRAVEL-ACCIDENT PLAN

By popular demand NEA Special Services is again bringing to the attention of members its excellent Accidental Death, Dismemberment and Disability Insurance Program.

According to Arnold W. Wolpert, NEA Special Services, "AD&D is the anywhere, anytime travel-accident insurance for members on the go . . . or at home. It is specifically designed to protect against everyday hazards and the risk of 'just living' by providing members and eligible dependents with coverage in the event of accidental death or dismemberment in the home, on the road, in the air or most anywhere.

"And now, the plan offers for those under age 60 an added feature: Accident Disability Protection," he said. "For $23 per year (without the disability feature, it is $19) the basic accidental death benefits are backed up by a disability feature that's a $23 package of protection that I believe everyone should carefully consider."

An increasing number of members are enrolling for this important protection. Over 75,000 members have been insured to date.

Check the complete benefits schedule chart on this page. It shows that NEA's AD&D Insurance offers excellent protection.

Coverage begins on the date your envelope containing the completed application and check is postmarked.

The program is available to all NEA members. Eligible dependents may be included for the Accidental Death and Dismemberment portion. Your spouse is eligible as long as you are not legally separated. Your children (including adopted, foster and stepchildren who are dependent on you for support) must be unmarried and between 2 weeks and 21 years old or to age 25 if dependent upon you for support. Spouse and children who are insured under this program as NEA members are not eligible for coverage as dependents.

HOW TO ENROLL

For your convenience an enrollment form has been included on this page. Fill out the form completely. Enclose it with your check for $23 ($19 if you do not elect the Disability Benefit) made payable to NEA AD&D. Mail to: NEA Accidental Death Program P.O. Box 434 Fort Washington, Pennsylvania 19034

Your coverage under the program will continue as long as the overall program continues and you remain eligible and continue to make the annual payments for coverage.

A dependent's coverage continues until he or she is no longer eligible or your coverage terminates. Should you die, your spouse may arrange to continue coverage for your eligible dependents who were covered at time of your death.

NEA's AD&D program is underwritten by the Prudential Insurance Company of America, licensed in all states, principal office, Newark, New Jersey.

OPTIONAL DISABILITY BENEFIT

(not applicable to dependents)

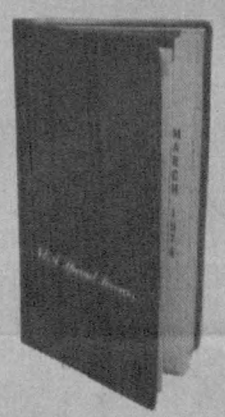
For an additional $4 per year, a benefit of $500 per month will be paid if you sustain accidental injury which results within 30 days in total disability. The injury must occur while you are insured for this benefit and before you attain age 60. The benefit will be payable after the twenty-sixth week of total disability. Benefits are payable while you remain totally disabled up to ten years or until attainment of age 65, whichever occurs first. To be considered totally disabled you must, as a result of the disability, be unable to engage in any and every occupation for which you are reasonably fitted by education, training or experience and must not be actually performing any gainful work. Proof of disability must be furnished from time to time, as required. Benefits are payable in addition to benefits under any other coverage you may have.

ACCIDENTAL DEATH AND DISMEMBERMENT BENEFITS

AD&D coverage is available to members and their eligible dependents. The $19 annual contribution for coverage remains the same no matter how many eligible dependents you include. Benefits under this plan can be found in the following table:

If the AD&D Coverage Selected is for:	Then benefits will be paid as follows: Accident occurring while a passenger on a public conveyance	Accident occurring in an auto or as a pedestrian	Any other accident
Member only	$120,000	$30,000	$20,000
Member and eligible Spouse	100,000 20,000	25,000 10,000	15,000 5,000
Member and each eligible Child	80,000 10,000	25,000 5,000	15,000 2,500
Member, Spouse and each eligible Child	60,000 20,000 10,000	20,000 10,000 5,000	12,500 5,000 2,500

The full amount of benefits determined from the table is payable for the loss in any one accident of life, both hands, both feet, sight of both eyes, one hand and one foot, one hand and sight of one eye, or one foot and sight of one eye. One-half the amount of the benefits is payable for the loss in any one accident of one foot, one hand or the sight of one eye. For persons under age 70, death and dismemberment losses are covered if sustained within a year of a covered accident; if age 70 or over, within 90 days. Benefits are payable to you if living, otherwise to any beneficiary you name.



ATTRACTIVE POCKET CALENDAR

Members enrolling for AD&D coverage by January 1, 1974, as well as other members making a written request by that date, will be sent an attractive pocket calendar for 1974.

EXCEPTIONS

The program does not cover losses, or disability where applicable, resulting from: suicide, attempt at suicide, intentionally self-inflicted injury, bodily or mental infirmity or disease, infection, war or any act of war, active duty in the armed forces, riding in races or testing automotive vehicles on a track or speedway, riding in (including boarding or leaving) any land or water conveyance operated by a common carrier or any aircraft if the covered individual is operating or assisting in the operation, is giving or receiving training, or has duties aboard such conveyance or aircraft or, if an aircraft, it is being used for test or experimental purposes.

NATIONAL EDUCATION ASSOCIATION
ACCIDENTAL DEATH AND DISMEMBERMENT
INSURANCE PLUS OPTIONAL DISABILITY BENEFIT

Statements by Member to be Insured (Please print all answers)

NAME _____
Last First Middle Initial

RESIDENCE _____
No. Street City State ZIP CODE

BENEFICIARY AND RELATIONSHIP
(example: Mary A. Doe, NOT Mrs. John Doe)

_____
First Name Middle Initial Last Name Relationship

ARE YOU AN NEA MEMBER? ☐ Yes ☐ No

INDICATE COVERAGE DESIRED:

☐ AD&D PLUS DISABILITY BENEFIT ($23.00)
Enrollment for Disability Benefit is limited to members less than age 60.

☐ AD&D ONLY ($19.00)

Policy Form Ord. 70075 Serial U Grp 75563 Ed. 9-73

INDICATE COVERAGE DESIRED: (please check one)

☐ Member only
☐ Member and each eligible child
☐ Member and spouse
☐ Member, spouse and each eligible child

Disability Benefit does not apply to dependents.

I declare statements and answers contained herein are complete and true and understand that they are the basis for providing group accident coverage under a policy (or policies) issued by the Prudential Insurance Company of America to the National Education Association. I also declare that I am not already enrolled in the Accidental Death and Dismemberment Program.

Date Signed _____, 19____

SIGNATURE OF MEMBER _____

Soc. Sec. No. _____

Date of Birth _____
Month Day Year

Make Check Payable to: NEA AD&D
Mail to: NEA Accidental Death Program
P.O. Box 434, Fort Washington, Pa. 19034

Ident. No. Eff. Date Dep. Plan Code